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ABSTRACT

This curriculum guide, developed for pre-kindergartners through grade 12 as part of the total English curriculum, is concerned with the English language as it is now known and as it evolved from its Indo-European roots. Materials include (1) an overview of the origin and development of the English language from Old English through middle English to modern English, (2) a design for teaching sequentially the underlying principle that the English language has changed drastically from its beginnings and is being changed now, (3) 23 items of selected knowledge to be grasped during the course of study, from the simplest concept of English as a member of a language family to the more complex concept, the historical and cultural influences contributing to language changes, and (4) recommended learning experiences, which at an elementary level provide such activities as hearing and discussing a recording and improvising a meeting between a Viking and an Englishman; on the junior high level, charting family trees and researching the Teutonic Conquest; on the high school level, examining an example of modern English for its syntax and tracing word origins in "The Oxford English Dictionary." (JB)

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HISTORY OF THE ENGLISH LANGUAGE

TE 001 632

Local

PREFACE

The effort of the Regional Curriculum Project to develop a curriculum product through cooperative activity has been an exciting experience. Together, state department of education English consultants have investigated the concept of interstate activity, studied with the captains on the New English frontier, worked with local school staffs without concern for state lines, and helped write and then edit "horizontal" units of a curriculum guide for experimental use in selected local schools in their states.

There has been another result, too — almost as important as the experience and as the units. It is an answer to the dilemma, To whom can the lone specialist in the state department of education turn when the solution to a problem is elusive? Consultation and study among counterparts in the several departments — not just the general conversation which is characteristic of professional meetings — has given invaluable aid to mutual growth and problem solution. The English consultants have not only expressed the desire for continuing the work sessions sponsored by the Regional Curriculum Project, but have urged that this kind of opportunity be made available to every lone specialist in the departments.

The demand for sponsorship of cooperative activity in English began in the earliest days of the Project — at the summer, 1966 workshop. The first work session was held in the summer of 1967 with English consultants from all six states in attendance. Here, Mrs. Juanita Abernathy, Georgia English Consultant, was pressed to serve as chairman. A DESIGN FOR AN ENGLISH CURRICULUM, a product of earlier work by Mrs. Abernathy and Georgia teachers, was adopted for refinement and as the base from which a new type curriculum guide would be developed; and a hypothesis to structure the consultants' efforts was adopted: "Local school educational programs and consultant role performance will be improved through the development of and dissemination of a multi-state curriculum guide."

Successive work sessions were enhanced by contributions from university consultants — Alexander Frazier of Ohio State, Owen Thomas and Keith Schap of Indiana, Paul Smith of Trinity, Walter Loban of California at Berkley, Mary Tingle of Georgia, and others.

Local school personnel were introduced to the basic DESIGN in December, 1967; again, all six states were represented by teachers and supervisors from all school levels — primary, elementary, junior high and high school. Their reaction was prompt and enthusiastic; there was a mass desire to become a part of the "New English" frontier.

The final activity of this hypothesis was a two-week workshop in July, 1968, at Berry College. Selected teachers of English from districts likely to become experimental centers, and the department English consultants from four of the states — Alabama, Georgia, North Carolina, and South Carolina — worked to complete major components of the guide. Eight components, prekindergarten through twelfth grade, were placed in draft form and are listed elsewhere.

Edited, written, and rewritten by the department English Consultants, and with special effort from their chairman, Mrs. Abernathy, these components are published and supplied to the states in token numbers as the final activity of the Regional Curriculum Project.

The contributions of the Project have been minimal but crucial, those little things that make the big difference. It "put together" and placed into print the basic materials; it paid the travel and subsistence of participants, and consultants; it reproduced and circulated draft and semi-finished products of the study and work sessions, and found itself in the welcome position of catalyst.

Edward T. Brown
Director

December, 1968

HISTORY OF THE ENGLISH LANGUAGE IS EXPERIMENTAL MATERIAL DEVELOPED BY GROUPS OF TEACHERS FROM TIFT COUNTY, GEORGIA WITH THE ASSISTANCE OF TEACHERS FROM ALABAMA, GEORGIA, NORTH CAROLINA, AND SOUTH CAROLINA. THIS PUBLICATION IS TO BE PROOFREAD, EVALUATED, REPRINTED, AND USED BY THE ENGLISH CONSULTANTS AND SUPERVISORS IN THE STATE DEPARTMENTS OF EDUCATION IN THE FOUR STATES. THIS FIRST PUBLICATION IS NOT CONSIDERED FINAL OR COMPLETE.

ENGLISH CURRICULUM WORKSHOP

The Regional Curriculum Project sponsored and financed a two-week English Workshop from July 8-15, 1968, in Rome, Georgia. Forty teachers of English and English supervisors of state departments of education from Alabama, Georgia, North Carolina, and South Carolina studied the English curriculum and developed instructional materials for use in the English classrooms of the four states. A DESIGN FOR AN ENGLISH CURRICULUM, developed over a three-year period by Georgia English teachers and the Georgia Department of Education, was used as the basis for study and the development of the instructional materials.

The participants developed instructional units, prekindergarten through twelfth grade, in the following areas of the English curriculum:

History of the English Language
English Usage
Dialects of English
The English Morpheme
Composition: Internal Structure
Literature: Internal Forms
Literature: External Forms

Each of these units is published by the Regional Curriculum Project. The first of these publications is the HISTORY OF THE ENGLISH LANGUAGE.

HISTORY OF THE ENGLISH LANGUAGE

Background Information
for
Teachers

The English language has been changed, it is being changed now, it will be changed by the people who use it and as long as people use it.

The English language is the inheritor of a thousand years of change and borrowing in English as well as thousands of years of development before English existed as a separate language. Much of the process of development must be hypothesized for no one knows just where the development of the English language began or how it developed.

Ten thousand years ago or longer, somewhere between the Baltic and the Steppes, a group of people developed who spoke a language that has been called Indo-European. As the centuries went on, some parts of this group of peoples moved as far apart as Norway and India. Linguistic descendents of these peoples inhabited most of modern Europe, Russia, Iran, and India and more recently, most of the Americas.

All of the people who moved into Western Europe had some effect on the English language sooner or later, although the basic structure of the English language was from the beginning Germanic. English was founded on a succession of invasions of fifth century England by several tribes from the north coast of Europe - Jutes, Frisians, then Angles and Saxons - coming from territory that is now Holland, Northern Saxony, Schleswig-Hostein, and Denmark. The four tribes- Jute, Frisians, Angles, Saxons - spoke closely related languages, all belonging to the subgroup that includes modern Dutch, Frisian, Flemish, and Platt-Deutsch - the so-called Low Germanic Group. Modern German and the languages of Scandanavian are slightly more distant relatives of English. All of these belong to the Germanic group, cousins of the Greek, Latin, Slavic, Indic, and several other groups in the Indo-European family of languages. The language language of the British Celts (who had been in the British Isles for a thousand years) or the language of the Roman conquerors (who left after staying in England for about four centuries). In other words, the English language is almost entirely a Germanic language.

The development of English in the fifteen hundred years of its existence in England may be divided into three periods. Within each of these periods, it is possible to recognize certain broad characteristics and certain special developments. The period from 450 to 1150 is known as Old English, from 1150 to 1500 the period is known as Middle English, and the period since 1500 is called Modern English.

The Old English period is characterized by full inflections. Old English used many prefixes and suffixes. Along with a large portion of the vocabulary which has dropped out of the language by Modern English times and a somewhat different sound system, this rather full inflectional system is the chief earmark of Old English. Inflection steadily decreased in elaboration and in importance as English developed.

Many of the developments that finally were to make Middle English quite a different language from Old English were apparent by 950, but there is a clear, dividing line by the events of 1066, when William the Conqueror conquered England. This conquest brought permanently to England a large and influential group of French speakers and their French culture, a group which took over the government and dominated the Church, the army, and much of the cultivated life of the nation for over 200 years. Yet the domination of England by the French influence gradually disappeared as Frenchmen came to consider themselves Englishmen, and the Old English language, driven by the Norman Conquest out of court and government and religion and warfare, began to be deliberately cultivated again by the ruling class.

After the Conquest, this Old English language became the property of the lower socio-economic group for several centuries. When it emerged again as the national language, it was a very different language from that spoken before 1066 It had absorbed more than 5000 French words; it had lost all but a few of its inflection; it had greatly altered the sound of many of its words. Perhaps the use of English by uneducated speakers speeded the changes that were occurring in English. This new kind of English became the officially established language in every facet of English life including government and courts of law.

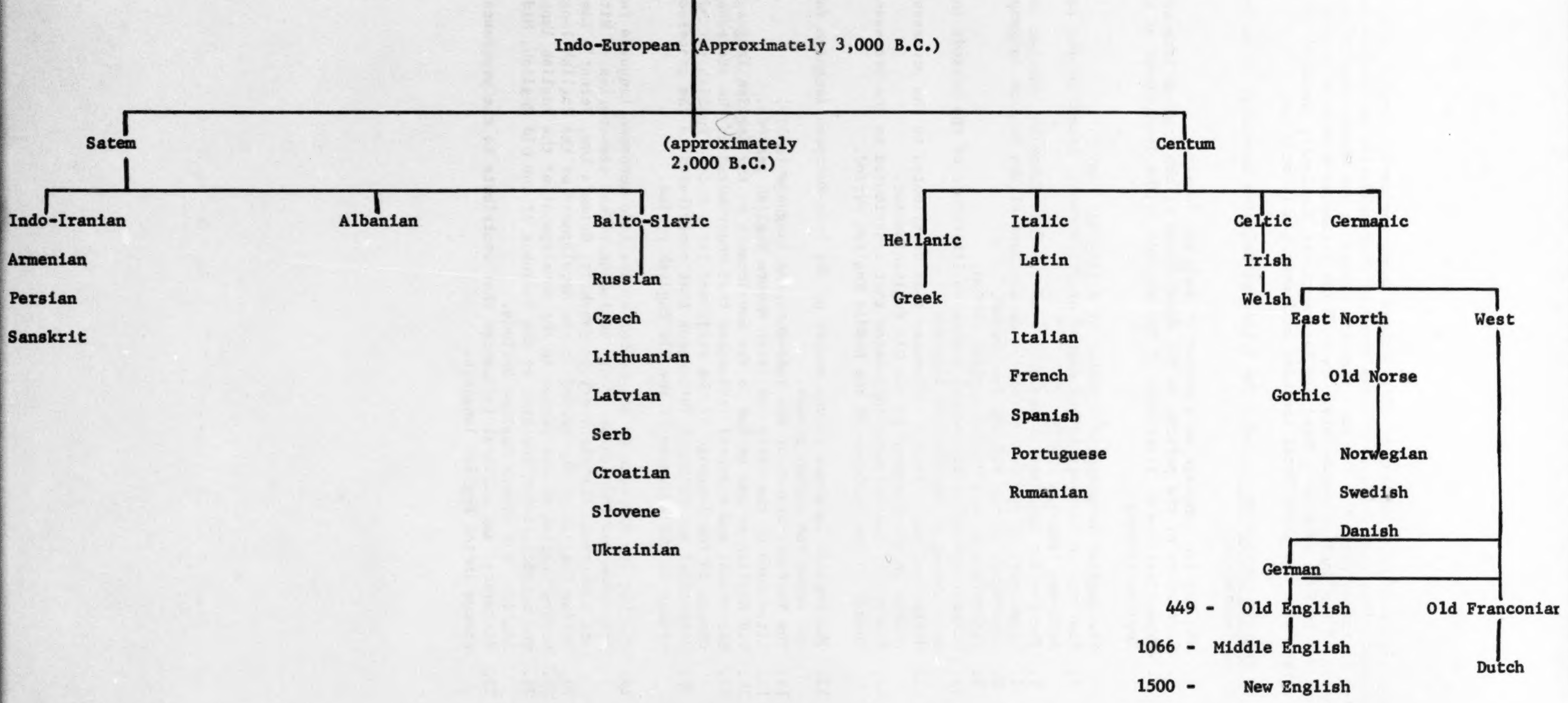
During the Modern English period from 1500 to today, the most sweeping change was the Great Vowel Shift during which the vowels usually called "long" all shifted articulatory position, and shifted quite symmetrically, the fronter vowels going up and forward and the back vowels up and back. Before this change was well under way, the invention of printing and the vast changes which this invention produced, had begun to firmly fix English spelling before 1600. For this reason, late Modern English has inherited a writing system that fits Middle English better than today's English.

The Renaissance also saw the weakening of distinctions among unaccented vowels, a process by which, at the present time, some words which have three or four syllables in written English have fewer syllables in spoken English. The most dramatic change in the Modern English period has been the expansion of the English vocabulary. In 1450 the estimated workstock of English was about 75,000 words. In 1961 Webster's Third New International Dictionary included 450,000 entries. At the present time the grand total includes well over a million words.

A DESIGN FOR AN ENGLISH CURRICULUM includes the following Selected Knowledge to be Developed at Sequential Levels of Instruction:

Primary Level	1.	The English language as a member of language family.
	2.	Literature of the periods in the development of the English language.
	3.	Dramatizations of literature of the periods in the development of the English language.
Elementary Level	4.	The English language as a member of a language family.
	5.	The English language as one member of the Germanic branch of the Indo-European language family.
	6.	The English language as one member of the Indo-European language family.
	7.	Literature of the periods of the development of the English language.
	8.	Literature of the Old English period.
	9.	Literature of the Middle English period.
	10.	Dramatizations of historical events in literature of the periods in the development of the English language.
	11.	Historical and cultural influences that contributed to the processes of change in the language of the Old English period.
	12.	Historical and cultural influences that contributed to the processes of change in the language of the Middle English period.
Junior High School Level	13.	The English language as one member of the Indo-European language family; the satem and centum groups.
	14.	The Teutonic branch of the Indo-European language family.
	15.	Literature of the early and later Modern English periods.
	16.	Old English as one period in the development of the English language.
	17.	Historical and cultural influences that contributed to the processes of change in the language of the early and later Modern English period.
	18.	Historical and cultural influences that contributed to the processes of change in the language of the Old English period.
Senior High School Level	19.	The English language as one member of the Indo-European language family - the satem and the centum groups including recent discoveries -- Hittite and Tocharian; the discovery of Sanskrit, Grimm's Law, Verner's Law.
	20.	Middle English as one period in the development of the English language.
	21.	Modern English as one period in the development of the English language.
	22.	The characteristic features of the language of the Old English, Middle English, and Modern English periods.
	23.	Historical and cultural influences that contribute to the processes of change in the English language.

SAMPLE MOBILE DIAGRAM


Indo-European (Approximately 3,000 B.C.)
Satem
(approximately 2,000 B.C.)
Centum
Indo-Iranian
Armenian
Persian
Sanskrit
Albanian
Balto-Slavic
Russian
Czech
Lithuanian
Latvian
Serb
Croatian
Slovene
Ukrainian
Hellanic
Greek
Italic
Latin
Italian
French
Spanish
Portuguese
Rumanian
Celtic
Irish
Welsh
Germanic
East
Gothic
North
Old Norse
Norwegian
Swedish
Danish
West
German
449 - Old English
1066 - Middle English
1500 - New English
Old Franconiar
Dutch

HISTORY OF THE ENGLISH LANGUAGE: AN INTRODUCTION

BY

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In the world today, about ten language families exist. The one family from which the English language developed is called Indo-European; it is referred to as a language family because all of its members share common characteristics.

At one time in an area which is now northwest Germany and northeast Poland, a group of people lived and spoke a language which may be called the Indo-European mother tongue. About this community very little is known. It is possible that the people were not one race but represented some ethnic mixture and lived over a long period of time. Their existence as a unified group probably ended somewhere between 3500 and 2000 B.C.

As the population of this Indo-European community grew, the people moved further and further from their central home. Methods of transportation were slow; communication among members of the group was scant. Fulfilling the natural human desire to attach to a home, this Indo-European community grew, the people moved further and further from their central home. Methods of transportation were slow; communication among members of the group was scant. Fulfilling the natural human desire to attach to a home, this Indo-European community dissolved and its several parts formed new cores for the diverging societies. The Indo-European language, therefore, could no longer be called by that one name since the diverging societies developed differing characteristics. These cores make up what we may call the dialects of the Indo-Eurpoean language: Indian, Iranian, Armenian, Hellenic, Albanian, Italic, Balto-Slavic, Celtic, Hittite, Tocharian, and Germanic.

The Indian language, spoken in the country of India, preserves the oldest literary writings in any Indo-European language. These are the sacred books of India called the *Vedas*, which form the basis of the Brahman philosophy. They are written in Sanskrit, a language used in writings outside religious bounds. Sanskrit is still a learned language as Latin is to us, but as a spoken language, it died early.

Another Indian dialect is Pali, the language of Buddhism. From Sanskrit, Pali, and other colloquial dialects have descended the present language of India and Pakistan. Some of these are Hindi, Bengali, Hahrati, and Romany. The Hindustani used for intercommunication in northern India today is a form of Hindi with mixtures of Arabic and Persian. Romany is sometimes used as the name of the language of the Gypsies and originated in northwestern India.

The Iranian languages were developed by a population which once traveled with the Indian peoples. The earliest records of Iranian language appear in Avestan and Old Persian. Avestan, sometimes called Zend, is the language of the *Avesta*,the sacred book of the Zoroastrians. Old Persian is retained only in cuneiform inscriptions dating from 522 to 466 B.C. and eventually developed into modern Persian; whose vocabulary was heavily influenced by Arabic. Other dialects of Old Persian are Afghan, Beluchi, and Kurdish.

Armenian is found in a small area south of the Caucasus Mountains and the eastern end of the Black Sea. An Armenian translation of the Bible introduced us to Armenian in about the fifth century A.D. Armenian shows such a close affinity to Iranian that some consider it an Iranian dialect.

The Hellenic dialect was brought by the Hellenes into the Aegean area and spread through the Aegean islands and the mainland of Greece to the Asia Minor coast. This language developed into the Greek used in writing the *Iliad* and the *Odyssey* of Homer. The conquests of Alexander established Greek as the intercommunicative language for all countries in the eastern Mediterranean area. Modern Greek has two dialects: the popular natural language of the people and the "pure" language, whose existence is perpetuated by those who desire the vocabulary and some inflections of ancient Greek retained.

Albanian is spoken by a small group of people on the eastern coast of the Adriatic Sea. Knowledge of this language is quite limited since scant information goes back only as far as our fifteenth century.

The Italic dialect was developed into Latin, the Language of Latium (and Rome); Umbrian, spoken in an area northeast of Latium; and Oscan, the language of the southern part of Italy. Because of the political influence which Rome gave to Latin, Latin became the dominant language throughout Italy and in areas colonized by Rome, such as Spain, Gaul, the islands of the Mediterranean, northern Africa, and Britain.

The Latin language did not die; it merely developed into smaller area dialects known as the Romance languages. The most widely known Romance languages are Spanish, Italian, Portuguese French, and Roumanian. The inhabitants of each of these areas imposed their individual speech habits on the Latin language, hence dialects of Latin.

The Balto-Slavic branch of the Indo-European parent language developed in two distinct groups, the Baltic and the Slavic. Baltic's descendants are Prussian, Lettish, and Lithuanian. Prussian is now extinct; Lettish is spoken by about two million people in Latvia; Lithuanian is spoken by about three million people in the Baltic state of Lithuania.

Slavic developed into East, West, and South Slavic. East Slavic developed into varieties of Russian; West Slavic developed into Polish, Czechoslovakian, and Sorbian (Wend); South Slavic developed into Bulgarian, Serbo-Croatian and Slovenian. The Slavic languages have retained more of the original Indo-European characteristics than any of the other dialect areas have.

At one time more people spoke the Celtic language than any other Indo-European dialect; Celtic speaking people covered most of western Europe. The Goidelic dialect of Celtic is represented today by Irish, Scotch Gaelic, and Manx (spoken on the island of Man). The dialect of the Cymric Celts is represented by present-day Welsh, Cornish, and Breton. Because the Celts of western Europe were pushed further westward by the Germanic traibes, the Celts were forced into geographical cubicles like the isolated areas of Wales, Cornwall, Scotland, Ireland, and the Isle of Man. As centuries passed these isolated groups developed differing characteristics of the Celtic language, hence the modern languages of Welsh, Irish, Scotch

Two Indo-European dialects which are recent philological discoveries are Hittite and Tocharian. The first references to Hittitie were made in the Old Testament. Their capital was uncovered in 1907 near Angora in Asia Minor. Although Hittite may show influences of Albanian or may to some scholars seem an equal to the Indo-European language, it is also possible that Hittite simply separated from the Indo-European community maybe five hundred years before any other group left. Tocharian is preserved in some fragments of writings discovered in the early part of the twentieth century in central Asia. Geographically Tocharian should belong to the satem (eastern) Indo-European group of language; it has, nowever, the characteristics of the centum group containing Hellenic, Italic, Germanic, and Celtic.

The Germanic, or Teutonic, language of Indo-European deserves close attention since it is from this dialect that Modern English develops.

As the Germanic population grew, the peoples traveled to the East, North, and West, establishing individual dialects called East Germanic, North Germanic, and West Germanic. The main language of East Germanic was Gothic, which is no longer spoken. Much information about Gothic comes from a translation of parts of the New Testament by a Christian missionary named Ulfilas. The North Germanic language developed into Danish, Swedish, Norwegian, and Icelandic. Norwegian as a literary language ceased to exist in the fourteenth century, and Danish became the written language of Norway.

The West Germanic branch of the Germanic language divided into two area, High and Low German, about A.D. 600 because the sounds of particular consonants shifted in value in the southern mountainous parts of Germany. These sound changes did not occur in the northern lowlands.

High German developed into many dialects such as Bavarian, Rhenish, and East Franconian, but it is divided formally into Old High German (before 1100), Middle High German (1100 - 1500), and Modern High German (since 1500). High German is today the literary language of Germany.

The dialects of Low German are Old Saxon, Old Low Franconian, Old Frisian, and Old English. Old Saxon perpetuated the German language in southern Germany called Modern Low German. With Frisian and Saxon influences, Old Low Franconian developed into Modern Dutch, the language of Holland, and Flemish, spoken in northern Belgium. Old Frisian survives today as Modern Frisian, spoken by a group of fishermen living in the Frisian Islands off the coast of Holland; it is also retained in the Dutch province of Friesland. Old English (450-1100) developed into Middle English (1150-1500) and then into Modern English (since 1500).

At this point, the English language can be traced from the Indo-European language to the Germanic dialect, then to the West Germanic and to one of its dialects; Low German, which developed into dialects, one of which is Old English.

The establishment of English as a dialect separate from Low German took time. Julius Caesar and his conquering Romans invaded the island of Great Britain in 55 B.C., not trying to take control of the land but insuring themselves of no attack from the Celts, whom they found living there. Under Claudius, the Romans in A.D. 43 attacked Britain and established a rule that lasted for almost four hundred years. During the Roman occupation of Britain, many Latin words like battle, street, harbor, gate, mountain, village, discus, wine, kitchen, pepper, cheese, and wine to the Celtic vocabulary. In A.D. 410, the last of the Roman troops left Britain, not to return again until the Christian Era.

The Celts, a non-agressive, peaceful, agrarian, and contented people, welcomed Roman protection from the barbaric Scots and Picts who raided the country from the North. The Romans left the Celts defenseless after their four hundred years of protection; therefore, in A.D. 449 the Celts invited the Jutes, a Germanic tribe from Jutland (presently Denmark), to come to Britain as their protectors. The Jutes found the situation so inviting that they decided to settle and not return to their homeland. Other Germanic traibes also came to Britain, some desiring settlement, some pillaging and sacking the eastern coast. The Angles, probably occupying the Schleswig-Holstein area located south of Jutland, came along with the Saxons and the Frisians, tribes occupying the area between the Elbe and the Ems from the coast to possibly the Rhine.

These four tribes and the Celts, after three or four centuries of living together, amalgamated in great degrees so that no longer was a distinction made among the groups. The person was referred to simply as an Anglo-Saxon. And the country became called Angleland, the name being taken from the Angles. This name later was changed to England and the language became Old English.

Just as the English protestors who came to America in the 1600's accepted names for rivers and towns already named by the Indians (Illinois, Massapequa), so the Germanic tribes accepted Celtic names such as London, Kent, Thames, and Avon. Another Celtic influence on vocabulary was the -cumbe suffix on proper names (Holcumbe = ne Holcomb).

The Anglo-Saxons established a common vocabulary which included words from each of the once-distinguished tribes. Modern English has retained only 15 percent of the Anglo-Saxon vocabulary in common names of objects and actions such as tree and walk.

In A.D. 597 Pope Gregory in Rome sent St. Augustine and forty monks to Christianize the island of Britain. With them these Romans brought a vocabulary of Christianity and culture; therefore, such words as altar, hymn, mass, candle, angel, school, and master were borrowed from the Latin into English. Other Latin words which this invasion left in England were lobster, beet cucumber, cedar (tree), fig (tree), cyprus (tree), cancer, paralysis, plaster, camel, and tiger.

In the eighth and ninth centuries, Britain's eastern coast was again attacked and pillaged, this time by the Viking Danes, who came from almost the same area of Europe as did the earlier Germanic traibes. The Viking attacks and settlement continued until by A.D. 1014 the Danes had conquered England and ruled, but only until 1042 when the Anglo-Saxons returend to rule. The Danish invasion brought quite a few interesting words into English. Words like egg, law, and window were borrowed outright from the Danes. Thre present-day sh- words probaby originated with the Anglo-Saxons; however, their sk- counterparts are contributions of the Danish invasion, hence the words skirt (as shirt), skip (as ship), scot (as shot), and screech (as shriek). Evidence of Scandinavian settlement in Britain is seen in place names with Danish suffixes. The -by suffix introduced words like Grimsby and Derby; -thorpe meaning "a village" produced hundreds of names like Oglethorpe, Cleethorpe and Linthorpe. Many names were derived from the thwiate suffix meaning "land off by itself";'such words were Braithwaite and Thistlethwaite.

With these many invasions and influences on the language, Old English developed into dialects. The Northumbrian dialect located in the area of Britain north of the Humber River. The Angles settled in concentrated numbers in the central part of Britain between the Humber River and the Thames River and formed the Mercian dialect. In a small southeast corner of Britain, south of the Thames, around the town of Canterbury the Jutes settled, creating the Kentish dialect. The Saxons settled mostly south of the Thame's from Cornwall to Hastings and formed the West Saxon dialect.

The dialects of Old English cited differences existing among the speaker of the language; however, it did possess some common characteristics, a synthesis of which follows:

1. The OE (hereafter the abbreviation for Old English) long vowels had not yet raised physiologically. The word me was pronounced as if it were may.
2. There were no "silent vowels" in Old English. Even vowels in unaccented syllables and at ends of words were sounded as in monige, suite, onlice.
3. There were no "silent consonants" in Old English. The grapheme ⟨h⟩ was often pronounced as the phoneme /x/ in ðeah and leoht. This practice died out during the Middle English period, but in Chaucer's time the /x/ was still pronounced: Knight.
4. Double consonants were carefully pronounced. Sometimes the difference in length of double and single consonants was contrasted: ðone (the) and ðone (when).
5. The trilled /r/ phoneme occurred in words such as naeren and spraece.
6. Old English spelling employed characters not used today: ð (eth), Þ (thorn), ƿ and ȝ (yogh).
7. The Old English vocabulary, composed mostly of Germanic words, was resourceful in that it would join two words to express one new idea (called a self-explaining compound). For example, leorning enihtas meaning "learning knights" was used to describe a student scholar.
8. Semantically, Old English allowed a word's meaning to be extended so that it covered a new idea. For example, byrðen(burden) was extended to include the meaning of duty; spraece(speech) included treatise in its definition.
9. Old English was a highly inflected language. The words ended in letters which signaled tense, case, number, etc.
10. Endings of words also indicated possissives. For example, lareoudomes is singular possessive; craefta is plural possessive.
11. The syntax of Old English was rather flexible. Some popular word order patterns were subject --complement--verb, verb--complement--subject, and verb-subject. As the language lost inflections, it tended to depend more on a fixed syntax with fairly regular basic sentence patterns.

The Old English period was ended around A.D. 1150 by William the Conqueror and his Norman French who established the official language of Britain. English did not die because the Englishmen were stubbornly patriotic, they outnumbered the Normans, their language was eventually tolerated by the Norman Court, and the English language gained status among the accepted languages of Europe.

Since the grammars of French and English have different bases, no French influence was imposed on English grammar. The great contributions made by this Norman French invasion were made to the English vocabulary. Because the French brought with them a culture which the Anglo-Saxon society did not possess, they contributed words relating to social class like noble, dame, servant, feast, and messenger. Many words related to religion were brought in such as sermon, Communion, clergy, abbey, and convent. The French also contributed to English the names for table meats of food animals: venison, pork, beef, veal, and mutton. English also absorbed many French words relating to the government such as state, justice, equity, warrant, lull, petition, and estate.

Middle English saw the disappearance of the Old English graphemes ð , þ , ƿ , and ȝ

French scribes tended more toward phonetic spellings; therefore, the result was several spellings of a single word.

Middle English inflectional endings were pronounced, as in Old English. For example, name in Middle English was pronounced [na:mə]. . In many consonant clusters, each grapheme was pronounced, as in unknowe; /k/ and /n/ were pronounced. The Middle English consonants < gh > as in i-taught were pronounced as / /. In Modern English, this sound either is not pronounced, as in taught, or is pronounced /f/ in enough.

The French language influenced English pronunciation of stressed syllables. English characteristically stressed the first syllable of most words, and whereas the French language lacked stress on the first syllable. The interference of the intonation pattern for English caused English stress to be placed on French loanwords. Another interesting pronunciation phenomenon which occurred during the Middle English period was metathesis, the transposing of /r/ and /ə/ in words such as tendre > tender, > chambres > chambers, povre > poor.

The serious error in Modern English of using double negatives was a frequent occurrence in Middle English. For example, Chaucer wrote in the Prologue to the Canterbury Tales about the Prioress, "That no drop should not fall upon her breast." (translation)

The dialects of Old English retained almost exactly their geographical areas but changed their labels during the Middle English period. The Old English Northumburian dialect became the Middle English Northern dialect, characterized by singular nouns ending in -es, participles ending in -and, and the use of personal pronoun forms they, their, them.

The Mercian dialect of Old English became divided in Middle English into the West Midland and East Midland dialects, the division being a vertical line from the Humber to the Thames about midway between the east and west coasts of the island. The East Midland dialect became the most important of the Middle English dialects since London, the center of all activity, lay in this area. East Midland speech soon acquired the label of "the King's English". It was into this dialect of Middle English that the Bible was translated. It may be observed, therefore, that thou, thee, thy, loveth, blesseth, and ye do not give the King James version of the Bible its sacred quality. Those only happened to be words characteristic of the vocabulary of the East Midland dialect.

The Old English West Saxon dialect became in Middle English the Southern dialect, and the Kentish dialect retained its identical name. The Southern dialect used third person pronouns hi, here, hire, and hure and had the -inde as a participial ending.

The Modern English language is often divided into two periods of development: Early Modern English (1500-1755) and Late Modern English (since 1755). This division falls naturally because in 1755 Dr. Samuel Johnson compiled his famous dictionary. This book further stabilized spellings and definitions of words which had earlier remained arbitrary.

The spelling Early Modern English manuscripts showed great inconsistency. In 1476, printing had been introduced in England, and printers were having a difficult time deciding on a standard spelling; such spellings as murther and murder resulted. Often spellings of words were based on pronunciation as seen in their writing Ile for I'll. Printers capitalized words as the notion struck them; no rules had been established.

One of the greatest changes which occurred between Middle English and Early Modern English was the Great Vowel Shift of the fifteenth century. No one knows exactly why this raising and fronting of long vowels occurred, yet it would allow a present-day speaker of English to understand the language of Shakespeare in an Elizabethan theatre production. The Great Vowel Shift may be described phonetically as follows

ME /i/ > ENE /əɪ/ (ME [fi:f] > ENE [fəɛv])
ME /e/ > ENE /i/ (ME [me:də] > ENE [mi:d])
ME /ɛ/ > ENE /e/ (ME [klɛ:nə] > ENE [kle:n])
ME /a/ > ENE /ɛ/ (ME [na:mə] > ENE [nɛ:m])
ME /ɔ/ > ENE /o/ (ME [ho:lɪ] > ENE [ru:t])
ME /o/ > ENE /u/ (ME [ro:tə] > ENE [ru:t])

ME /u/ > ENE /au/ (ME [du:n] > ENE [daun])

Some of these vowels underwent further shift during the Late Modern English period; [klen] > LnE [klin], our present pronunciation of clean.

The language changes which occurred during Shakespeare's day were the origins of American English dialects because it was at this time that the protestors in England left and came to America. For example, the sound / / (pronounced "uh-ee") is characteristic of the dialects of Brooklyn, Charleston, and eastern Virginia. This same sound was used in Elizabethan London in words like my, mine, and Ile.

Most of the historical grammatical changes in English had already taken place by the time of Shakespeare. In Shakespeare's day, a person used thou among his friends and family; he used you in more formal speech. In Hamlet, Gertrude says, "Hamlet, thou has thy father much offended."

Hamlet's reply is more formal to express his dissatisfaction: "Mother, you have my father much offended". This shift of position for verb and object shows that Shakespeare's syntax was more flexible than present-day patterns.

Early Modern English usage in no way followed the rules set up by grammarians of the eighteenth century. Shakespeare frequently used double negatives ("Say nothing neither") and double superlatives ("most unkindest cut of all"). He used which to refer to people and used who in object positions ("with who?").

Because of the rapid growth of vocabulary and the continued instability of usage, the eighteenth century grammarians attempted to standardize spelling, pronunciation, and usage. Soon they realized that to isolate, refine, and prescribe the functions of a language is to invite stagnation. Language is constantly changed, by the people who use it. As people change, they change language.

Note to Teachers

THE HISTORY OF THE ENGLISH LANGUAGE: AN INTRODUCTION was written to give those who are unfamiliar with the subject a brief overview of the origin and development of the English language. The article is not to be used as an ultimate and inexhaustive source of information; nor is it to be left unexamined. It is the desire of this writer that the reader will ask questions which are here left unexplained and will find answers among the authorities. He will then find a new world of birth and life.

PREKINDERGARTEN LEVEL

UNDERLYING PRINCIPLE - LANGUAGE IS CHANGED.

DERIVED GENERALIZATION - The sound system, syntax, and meanings of words tend to change over a period of time.

SELECTED UNDERSTANDING -

(1) The English language is a member of the Indo-European family of languages; it is one of the members of the Germanic branch of that family.

(2) Periods in the development of the English language are designated as Old English, Middle English, Modern English. Changes in the sound system, syntax, and meanings of words form the primary basis for distinguishing among the languages of these periods.

(3) Historical and cultural influences have contributed to the processes of change in the language of these periods.

SELECTED KNOWLEDGE TO BE DEVELOPED -

(1) The English language as a member of a language family

(2) Nursery rhymes and stories of the periods in the development of the English language

(3) Dramatizations of literature of periods in the development of the English language

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EXPECTED READINESS

NONE

OBJECTIVES

(1) The English language as a member of a language family

The child begins to develop an awareness of the English language as a member of a language family.

(2) Nursery rhymes and stories of the periods in the development of the English language

The child hears nursery rhymes and stories of different periods in the development of the English language read by the teacher and recorded on tape and disc recordings and on film.

The child begins to develop an awareness that the language of long ago does not sound like the language used today.

(3) Dramatizations of literature of periods in the development of the English language

The child participates in dramatizations of selections from the literature of the different periods in the development of the English language.

The child begins to develop an awareness that language is changed by the people who use it.

(1)THE ENGLISH LANGUAGE AS A MEMBER OF A LANGUAGE FAMILY

The child begins to develop an awareness of the English language as a member of a language family.

Children paint pictures of themselves and their families. The paintings are arranged in a display with the names of the families used as labels.

Children see and play with dolls from other countries.

Children hear music from other countries.

(2)NURSERY RHYMES AND STORIES OF THE PERIODS IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE

The child hears nursery rhymes and stories of different periods in the development of the English language read by the teacher and recorded on tape and disc recordings and on film.

Children hear their teacher read "Hey Diddle Diddle."

Children see a filmstrip of "The Shoemaker and The Elves."

Children hear a recording of "The Town Mouse and The Country Mouse."

The child begins to develop an awareness that the language of long ago does not sound like the language used today.

Children hear a recording of "Old Mother Hubbard and Her Dog." They discuss the folk tale.

(3)DRAMATIZATIONS OF LITERATURE OF PERIODS IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE

The child participates in dramatizations of selections from the literature of the different periods in the development of the English language.

Children dramatize "Hey Diddle Diddle."

The child begins to develop an awareness that language is changed by the people who use it.

Children hear a recording of "The Old Woman and Her Pig."

Children hear a recording of "Curious George."

UNDERLYING PRINCIPLE - LANGUAGE IS CHANGED.

DERIVED GENERALIZATION - The sound system, syntax, and meanings of words tend to change over a period of time.

SELECTED UNDERSTANDING - (1) The English language is a member of the Indo-European family of languages; it is one of the members of the Germanic branch of that family.
(2) Periods in the development of the English language are designated as Old English, Middle English, Modern English. Changes in the sound system, syntax, and meanings of words form the primary basis for distinguishing among the languages of these periods.
(3) Historical and cultural influences have contributed to the processes of change in the language of these periods.

SELECTED KNOWLEDGE TO BE DEVELOPED - (1) The English language as a member of a language family
(2) Nursery rhymes and stories of the periods in the development of the English language
(3) Dramatizations of literature of periods in the development of the English language

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EXPECTED READINESS

(1) The English language as a member of a language family
The child begins to develop an awareness of the English language as a member of a language family.

(2) Nursery rhymes and stories of the periods in the development of the English language
The child hears nursery rhymes and stories of different periods in the development of the English language read by the teacher and recorded on tape and disc recordings and on film.
The child begins to develop an awareness that the language of long ago does not sound like the language used today.

(3) Dramatizations of literature of periods in the development of the English language
The child participates in dramatizations of selections from the literature of the different periods in the development of the English language.
The child begins to develop an awareness that language is changed by the people who use it.

OBJECTIVES

(1) The English language as a member of a language family
The child begins to develop an awareness of the English language as a member of a language family.

(2) Nursery rhymes and stories of the periods in the development of the English language
The child hears nursery rhymes and stories of different periods in the development of the English language read by the teacher and recorded on tape and disc recordings and on film.
The child begins to develop an awareness that the language of long ago does not sound like the language used today.

(3) Dramatizations of literature of periods in the development of the English language
The child participates in dramatizations of selections from the literature of the different periods in the development of the English language.
The child begins to develop an awareness that language is changed by the people who use it.

(1) THE ENGLISH LANGUAGE AS A MEMBER OF A LANGUAGE FAMILY

The child begins to develop an awareness of the English language as a member of a language family.

Children bring pictures of their families from home. They help to arrange the pictures in an exhibit. The teacher puts the names of the families under the appropriate picture.

Children paint pictures of themselves and their families. They help to arrange the pictures in an exhibit. The teacher puts the names of the families under the appropriate pictures.

Children play with dolls from other countries.

Children sing songs and dance dances from other countries.

(2) NURSERY RHYMES AND STORIES OF THE PERIODS IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE

The child hears nursery rhymes and stories of different periods in the development of the English language read by the teacher and recorded on tape and disc recordings and on films.

Children hear their teacher read "The Dog and His Shadow."

Children hear a recording of "Cleven Hans."

The child begins to develop an awareness that the language of long ago does not sound like the language used today.

Children hear a recording of "Dick Whittington and His Cat." They discuss the folk tale.

(3) DRAMATIZATIONS OF LITERATURE OF PERIODS IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE

The child participates in dramatizations of selections from the literature of the different periods in the development of the English language.

Children dramatize "The Three Billy Goats Gruff."

Children dramatize "Where the Wild Things Are."

The child begins to develop an awareness that language is changed by the people who use it.

Children have tape recordings made of their dramatizations of "The Three Billy Goats Gruff" and "Where the Wild Things Are." They listen to their recordings.

Children hear recordings of "The Three Billy Goats Gruff" and "Where the Wild Things Are."

UNDERLYING PRINCIPLE - LANGUAGE IS CHANGED.

DERIVED GENERALIZATION - The sound system, syntax, and meanings of words tend to change over a period of time.

SELECTED UNDERSTANDING - (1) The English language is a member of the Indo-European family of languages; it is one of the members of the Germanic branch of the family.
(2) Periods in the development of the English language are designated as Old English, Middle English, Modern English. Changes in the sound system, syntax, and meanings of words form the primary basis for distinguishing among the languages of these periods.
(3) Historical and cultural influences have contributed to the processes of change in the language of these periods.

SELECTED KNOWLEDGE TO BE DEVELOPED - (1) The English language as a member of a language family
(2) Literature of the periods in the development of the English language
(3) Dramatizations of literature of periods in the development of the English language

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EXPECTED READINESS

(1) The English language as a member of a language family
The child develops an awareness of the English language as a member of a language family.

(2) Nursery rhymes and stories of the periods in the development of the English language
The child hears nursery rhymes and stories of different periods in the development of the English language read by the teacher and recorded on tape and disc recordings and on film.
The child develops an awareness that the language used long ago does not sound like the language used today.

(3) Dramatizations of literature of periods in the development of the English language
The child participates in dramatizations of selections from the literature of the different periods in the development of the English language.
The child develops an awareness that language is changed by the people who use it.

OBJECTIVES

(1) The English language as a member of a language family
The child understands that the English language is a member of a language family.

(2) Nursery rhymes and stories of the period in the development of the English language
The child hears nursery rhymes and stories of different periods in the development of the English language read by the teacher and recorded on tape and disc recordings and on film.
The child develops an awareness that the language used long ago does not sound like the language used today.
The child discusses similarities and differences in the language in the literature of the different periods in the development of the English language.

(3) Dramatizations of literature of periods in the development of the English language
The child participates in dramatizations of selections from the literature of the different periods in the development of the English language.
The child develops an awareness that language is changed by the people who use it.

(1) THE ENGLISH LANGUAGE AS A MEMBER OF A LANGUAGE FAMILY

The child understands that the English language is a member of a language family.

Children bring pictures of themselves and their families to school. They paint pictures of themselves and their families. These pictures are arranged in display areas with the names of families and the names of the children.
Children help to make a bulletin board display of pictures of children from the England, Holland, Germany, Denmark, France, Norway, Sweden with labels of the countries on the various pictures.
Children are shown these countries on the globe.
Children hear a recording of "Ferdinand."
Children hear and sing songs of other countries.
(Examples - Alouette, Sur le Pont d'Avignon)
Children hear and see short phrases and sentences in French, Dutch, German.

(2) NURSERY RHYMES AND STORIES OF THE PERIOD IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE

The child hears nursery rhymes and stories of different periods in the development of the English language read by the teacher and recorded on tape and disc recordings and on film.

Children hear their teacher read Mother Goose rhymes ("Old Mother Hubbard and Her Dog," "One, Two, Buckle My Shoe").
Children hear recordings of "Infant Joy" (Blake), Psalm 119, "Lullaby" (Brahms), The Lord's Prayer (Old English), "Little Red Hen," "Puss in Boots", "The Pancake", "The Gingerbread Boy."

The child develops an awareness that the language used long ago does not sound like the language used today.

Children hear Mother Goose rhymes, "Infant Joy", Psalm 119, "Lullaby", The Lord's Prayer (Old English), "Little Red Hen", "Puss in Boots", "The Pancake", "The Gingerbread Boy."
Children listen for language patterns that do not sound like the language patterns we use today. (Games may be made to accomplish this if the teacher wishes to do this.)

The child discusses similarities and differences in the language in the literature of the different periods in the development of the English language.

Children hear Mother Goose rhymes, "Infant Joy", Psalm 119, "Lullaby", The Lord's Prayer (Old English), "Little Red Hen", "Puss in Boots", "The Pancake", "The Gingerbread Boy." They discuss language patterns that do not sound like the language patterns we use today.

(3) DRAMATIZATIONS OF LITERATURE OF PERIODS IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE

The child participates in dramatizations of selections from the literature of the different periods in the development of the English language.

Children dramatize Mother Goose rhymes, "Little Red Hen", "Puss in Boots", "The Pancake", "The Gingerbread Boy."

The child develops an awareness that language is changed by the people who use it.

Children discuss their dramatizations of Mother Goose rhymes, "Little Red Hen", "Puss in Boots", "The Pancake", "The Gingerbread Boy." They make tape recordings of one or more of their dramatizations. They listen to their recordings and recordings of the literary selections as they were written.
Children discuss the differences in the language patterns they used and the language patterns used in the original versions of the selections.

UNDERLYING PRINCIPLE - LANGUAGE IS CHANGED.

DERIVED GENERALIZATION - The sound system, syntax, and meanings of words tend to change over a period of time.

SELECTED UNDERSTANDING - (1) The English language is a member of the Indo-European family of languages; it is one of the members of the Germanic branch of that family.

(2) Periods in the development of the English language are designated as Old English, Middle English, Modern English. Changes in the sound system, syntax, and meanings of words form the primary basis for distinguishing among the languages of these periods.

(3) Historical and cultural influences have contributed to the processes of change in the language of these periods.

SELECTED KNOWLEDGE TO BE DEVELOPED - (1) The English language is a member of a language family
(2) Literature of the periods in the development of the English language
(3) Dramatization of literature of periods in the development of the English language

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EXPECTED READINESS

(1) The English language is a member of a language family

The child understands that the English language is a member of a language family.

(2) Nursery rhymes and stories of the period in the development of the English language

The child hears nursery rhymes and stories of different periods in the development of the English language read by the teacher and recorded on tape and disc recordings and on film.
The child developes an awareness that the language used long ago does not sound like the language used today.
The child discusses similarities and differences in the language in the literature of the different periods in the development of the English language.

(3) Dramatizations of literature of periods in the development of the English language

The child participates in dramatizations of selections from the literature of the different periods in the development of the English language.
The child develops an awareness that language is changed by the people who use it.

OBJECTIVES

(1) The English language is a member of a language family

The child understands that the English language is a member of a language family.
The child begins to develop an understanding of some of the members of that family.
The child begins to develop an understanding of the diachronic nature of language; i.e., language is changed by the people who use it.

(2) Literature of the periods in the development of the English language

The child hears literature of the periods in the development of the English language read by the teacher and recorded on tape and disc recordings and films.
The child understands that there are similarities and differences in the language in the literature of the periods in the development of the English language.

(3) Dramatizations of literature of periods in the development of the English language

The child participates in dramatizations of selections from the literature of the periods in the development of the English language.
The child understands that language is changed by the people who use it.

(1) THE ENGLISH LANGUAGE IS A MEMBER OF A LANGUAGE FAMILY

The child understands that the English language is a member of a language family.

Children hear the motivating question "What language do people in the United States speak?" After responding, children are asked to name some of the other languages spoken by people in the world today. No doubt they will mention some of the following: French, German, Italian, Spanish, and Russian. Children locate these countries on the globe.

Children listen as parents and community people who have visited or lived in other countries come to the classroom and speak in other languages.

The child begins to develop an understanding of the members of that family.

Children gain understanding of the importance of a certain language to the people who speak it by learning to count from 1 to 10 in another language. For example, in French:

Children make a flannel board display of children of other countries in the native dress of their countries.

un	one
deux	two
trois	three
quatre	four
cinq	five
six	six
sept	seven
huit	eight
neuf	nine
zero	ten

Children hear and sing, "Oh, Christmas Tree" first in English, then in German. They see films and filmstrips of life in Germany, France, Holland, Denmark, Norway, Sweden.

The child begins to develop an understanding of the diachronic nature of language; i.e., language is changed by the people who use it.

Children hear a recording of "Little Thumb" in an original version. A few children retell the story and tape recordings are made of their retelling of the story. They listen again to the recordings of the original version and to their retelling. Children discuss the differences in the language patterns of the two versions of "Little Thumb".

Children discuss their nicknames. (Example - Robert - Bobby; Richard - Dick; Elizabeth - Betty)

Children hear a recording of "The Pirate Don Durk of Dowdee"; they discuss the language patterns of the poem.

Children make up words and sentences in a secret language.

Children listen to the tape recordings of their dramatizations of the "Story of the Three Bears" and "The Bears on Hemlock Mountain". They listen to the recordings of the original versions of the stories. They discuss the similarities and differences in the recordings of their dramatizations of the stories and the recordings of the original versions of the stories.

GRADE THREE LEVEL

UNDERLYING PRINCIPLE - LANGUAGE IS CHANGED.

DERIVED GENERALIZATION - The sound system, syntax, and meanings of words tend to change over a period of time.

SELECTED UNDERSTANDING - (1) The English language is a member of the Indo-European family of languages; it is one of the members of the Germanic branch of that family.
(2) Periods in the development of the English language are designated as Old English, Middle English, Modern English. Changes in the sound system, syntax, and meanings of words form the primary basis for distinguishing among the languages of these periods.
(3) Historical and cultural influences have contributed to the processes of change in the language of these periods.

SELECTED KNOWLEDGE TO BE DEVELOPED - (1) The English language as a member of a language family
(2) Literature of the periods in the development of the English language
(3) Dramatizations of the literature of the periods in the development of the English language

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EXPECTED READINESS

(1) The English language as a member of a language family

The child understands that the English language is a member of a language family.
The child begins to develop an understanding of some of the members of that family.
The child begins to develop an understanding of the diachronic nature of language; i.e., language is changed by the people who use it.

(2) Literature of the periods in the development of the English lnaugage

The child hears literature of the periods in the development of the English language read by the teacher and recorded on tape and disc recordings and film.
The child understands that there are similarities and differences in the language in the literature of the periods in the development of the English language.

(3) Dramatizations of the literature of the periods in the development of the English language

The child participates in dramatizations of selections from the literature of the periods in the development of the English language.
The child understands that language is changed by the people who use it.

OBJECTIVES

(1) The English language as a member of a language family

The child understands that the English language is a member of a language family.
The child develops an understanding that other members of the family are the Indo-European countries; locates these Indo-European countries on maps and globe.
The child develops an understanding of the diachronic nature of language; i.e., language is changed by the people who use it.

(2) Literature of the periods in the development of the English language

The child hears and reads literature of the periods in the development of the English language.
The child understands that there are similarities and differences in the language in the literature of the periods in the development of the English language.

(3) Dramatization of literature of periods in the development of the English language

The child participates in dramatizations of selections from the literature of the periods in the development of the English language.
The child understands that language is changed by the people who use it.

(1) THE ENGLISH LANGUAGE AS A MEMBER OF A LANGUAGE FAMILY

The child understands that the English language is a member of a language family.

Children make a flannel board display of pictures of their families with labels of the family names and the names of individual members of the families.
Children paint pictures of their families. These are arranged in a display. Later these are bound into booklets called "My Family" or some such title.
Children make a display of families (children and adults) from other lands. Titles such as "An English Family," "A Dutch Family" may be used.

The child develops an understanding that other members of the family are the Indo-European countries; locates these Indo-European countries on maps and globes.

Children locate countries of the Indo-European language family on the globe.
Children sing songs from countries of the Indo-European language family.
Children do dances from countries of the Indo-European language family.

The child develops an understanding of the diachronic nature of language; i.e., language is changed by the people who use it.

Children see samples of George Washington's copy books (Children's Highlights). They notice the spelling (wunz, mite, scip).
Children look at their own written compositions and compare their spelling with George Washington's.
Children make and listen to tape recordings of their speech.

(2) LITERATURE OF THE PERIODS IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE

The child hears and reads literature of the periods in the development of the English language.

Children hear their teacher read "Chanticleer and the Fox."
Children see filmstrips of "Chanticleer and the Fox" (B. Cooney, Weston Woods Studios).
Children hear recordings of "Cinderella" and "Sleeping Beauty."
Children hear recordings of "Madeline" and "Windy Nights."
Children see the film "The Red Balloon."

The child understands that there are similarities and differences in the language in the literature of the periods in the development of the English language.

Children discuss the similarities and differences in the language patterns used in "Chanticleer and the Fox," "Cinderella," "Sleeping Beauty" and the language patterns used in "Madeline," "Windy Nights," "The Red Balloon."

(3) DRAMATIZATION OF LITERATURE OF PERIODS IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE

Children dramatize "Chanticleer and the Fox," "Cinderella," "Sleeping Beauty," "Madeline," "Windy Nights," "The Red Balloon."

The child understands that language is changed by the people who use it.

Children make tape recordings of their dramatizations of "Cinderella" and "Madeline." They listen to their recordings. They listen to recordings of the original versions of the selections.
Children discuss the language patterns that they used in their dramatizations and the language patterns of the original versions. They compare their language patterns with those of the original versions.

GRADE FOUR LEVEL

UNDERLYING PRINCIPLE - LANGUAGE IS CHANGED.

DERIVED GENERALIZATION - The sound system, syntax, and meanings of words tend to change over a period of time.

SELECTED UNDERSTANDING - (1) The English language is a member of the Indo-European family of languages; it is one of the member s of the Germanic branch of that family.
(2) Periods in the development of the English language are designated as Old English, Middle English, Modern English. Changes in the sound system, syntax, and meanings of words form the primary basis for distinguishing among the languages of these periods.
(3) Historical and cultural influences have contributed to the processes of change in the language of these periods.

SELECTED KNOWLEDGE TO BE DEVELOPED - (1) The English language as a member of a language family.
(2) Literature of the periods in the development of the English language.
(3) Dramatizations of historical events in literature of the periods in the development of the English language.

EXPECTED READINESS

(1) The English language as a member of a language family
The child understands that the English language is a member of a language family.
The child develops an understanding that other members of the family are the Indo-European countries; locates these Indo-European countries on maps and globes.
The child develops an understanding of the diachronic nature of language; i.e., language is changed by the people who use it.

(2) Literature of the periods in the development of the English language
The child hears and reads literature of the periods in the development of the English language.
The child understands that there are similarities and differences in the language in the literature of the periods in the development of the English language.

(3) Dramatization of literature of periods in the development of the English language
The child participates in dramatizations of selections from the literature of the periods in the development of the English language.
The child understands that language is changed by the people who use it.

OBJECTIVES

(1) The English language as a member of a language family
The child continues to develop an understanding of the Indo-European language family by hearing and reading literature, seeing pictures, films and filmstrips, singing songs, listening to language samples of the countries in the Indo-European language family.
The child understands that language is changed by the people who use it by tracing the etymology of words with the teacher and by hearing and reading stories of the history of words.

(2) Literature of the periods in the development of the English language
The child hears and reads literature of the periods in the development of the English language.
The child begins to recognize similarities and differences in the sound systems, syntax and meanings of words in the language of Old English, Middle English, Modern English.

(3) Dramatizations of historical events in literature of the periods in the development of the English language

(1) THE ENGLISH LANGUAGE AS A MEMBER OF A LANGUAGE FAMILY

The child continues to develop an understanding of the Indo-European language family by hearing and reading literature, seeing pictures, films and filmstrips, singing songs, listening to language samples of the countries in the Indo-European language family.

Children hear and read literature from countries of the Indo-European language family such as stories and poems from Spain, Russia, Persia, Greece, Germany, Norway.
Children sing songs and dance dances from countries of the Indo-European language family.
Children see films and filmstrips of the culture of the countries of the Indo-European language family.
Children hear tape recordings of native speakers speaking the languages of the countries of the Indo-European language family.
Children make a collection of dolls from countries of the Indo-European language family.

The child understands that language is changed by the people who use it by tracing the etymology of words with the teacher and by hearing and reading stories of the history of words.

Children see filmstrips that have information on the etymology of words. (Examples - Origin and Meaning of words, Eyegate; Words Then and Now, SVE)
Children use the dictionary to trace the origin of words.

(2) LITERATURE OF THE PERIODS IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE

The child hears and reads literature of the periods in the development of the English language.

Children hear their teacher read "Rapunzel."
Children hear recordings of "The Woodcutter's Child," "The Fox and the Grapes," and "Swift Things are Beautiful."
Children see a film of "Island of the Blue Dolphins."

The child begins to recognize similarities and differences in the sound systems, syntax, and meanings of words in the language of Old English, Middle English, Modern English.

Children discuss the similarities and differences in the language patterns used in "Rapunzel," "The Woodcutter's Child," "The Fox and the Grapes" and the language patterns used in "Swift Things are Beautiful," "The Island of the Blue Dolphins." They discuss sentences, words, and meanings of words.

(3) DRAMATIZATIONS OF HISTORICAL EVENTS IN LITERATURE OF THE PERIODS IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE

The child begins to understand that historical influences have contributed to the processes of change in the language of Old English, Middle English, and Modern English through dramatizations of historical events in literature heard and read.

Children dramatize "The Woodcutter's Child" and "Hiawatha's Fasting." They discuss the evidences of the ways in which people lived at the time represented in these literary works.
Children improvise situations that illustrate the ways in which people lived during the times represented in "The Woodcutter's Child" and "Hiawatha's Fasting."

The child begins to understand that cultural influences have contributed to the processes of change in the language of Old English, Middle English, and Modern English by seeing films and filmstrips of the cultures of these periods and by hearing and reading literature of these periods.

Children dramatize parts of "The Island of the Blue Dolphins." They discuss the ways in which people lived during the time represented in the story.
Children improvise situations that illustrate the ways in which people lived during

Grade Four Level, Cont.

The child begins to understand that historical influences have contributed to the processes of change in the language of Old English, Middle English, and Modern English through dramatizations of historical events in literature heard and read.

The child begins to understand that cultural influences have contributed to the processes of change in the language of Old English, Middle English, and Modern English by seeing films and filmstrips of the cultures of these periods and by hearing and reading literature of these periods.

Learning Experiences (Grade 4), Cont.

the time represented in "The Island of the Blue Dolphins."

Children impersonate characters in "The Woodcutters Child," "Hiawatha's Fasting." "Island of the Blue Dolphins" or other literary selections. Other Children guess the identities of the characters.

GRADE FIVE LEVEL

UNDERLYING PRINCIPLE - LANGUAGE IS CHANGED.

DERIVED GENERALIZATION - The sound system, syntax, and meanings of words tend to change over a period of time.

SELECTED UNDERSTANDING - (1) The English language is a member of the Indo-European family of languages; it is one of the members of the Germanic branches of that family.
(2) Periods of development of the English language are designated as Old English, Middle English, Modern English. Changes in the sound system, syntax, and meanings of words form the primary basis for distinguishing among the languages of these periods.
(3) Historical and cultural influences have contributed to the processes of change in the language of these periods.

SELECTED KNOWLEDGE TO BE DEVELOPED - (1) The English language as one member of the Germanic branch of the Indo-European language family.
(2) Literature of the Old English period.
(3) Historical and cultural influences that contributed to the process of change in the language of the Old English period.

EXPECTED READINESS

(1) The English language as a member of a language family

The child continues to develop an understanding of the Indo-European language family by hearing and reading literature, seeing pictures, films and filmstrips, singing songs, listening to language samples of the countries in the Indo-European language family.

The child understands that language is changed by the people who use it by tracing the etymology of words with the teacher and by hearing and reading stories of the history of words.

(2) Literature of the periods in the development of the English language

The child hears and reads literature of the periods in the development of the English language.

The child begins to recognize similarities and differences in the sound system, syntax, and meanings of words in the language of the Old English, Middle English, and Modern English.

(3) Dramatizations of historical events in literature of the periods in the development of the English language

The child begins to understand that historical influences have contributed to the processes of change in the language of Old English, Middle English and Modern English through dramatization of historical events in literature heard and read.

The child begins to understand that cultural influences have contributed to the process of change in the language of Old English, Middle English, and Modern English by seeing films and filmstrips of the cultures of these periods and by hearing and reading literature of these periods.

OBJECTIVES

(1) The English language as a member of the Germanic branch of the Indo-European language family

The child continues to develop an understanding of the English language as a member of the Indo-European family of language.

The child develops an understanding of the branches of the Germanic language family including the Western (Flemish, Dutch, Fresian, English, German), Eastern (Gothic), and Northern (Danish, Swedish, Norwegian).

(1) THE ENGLISH LANGUAGE AS ONE MEMBER OF THE GERMANIC BRANCH OF THE INDO-EUROPEAN LANGUAGE FAMILY

The child continues to develop an understanding of the English language as a member of the Indo-European family of language.

Children make a mobile of the Indo-European family of languages. Under each family branch pictures of particular dress, types of writing, authors, and other characteristics of the cultures of the countries can be hung.
Children (working in small committees) do research on the countries of the Indo-European language family. They discuss their findings with other committees. They make charts of their findings.
Children locate the countries of the Indo-European language family on globes and maps.
Children examine books with words of another language written over the English words such as A Dragon in My Bed. Transparencies and the overhead projector may be used to examine samples of the language.
Children (working in small committees) do research on various kinds of writing such as the Greek alphabet, the Russian alphabet, the Hebrew Committee. Children can make charts, transparencies, or other types of reports.

The child develops an understanding of the English language as a member of the Germanic branch of the Indo-European language family.

Children see diagrams showing the relationship of English to the Germanic branch of the Indo-European language family.
Children see the film, "The English Language - Story of Its Development" (Coronet).

The child develops an understanding of the branch of the Germanic language family including the Western (Flemish, Dutch, Fresian, English, German), Eastern (Gothic), the Northern (Danish, Swedish, Norwegian).

Children make a mobile of the Germanic family of languages. They locate the countries on maps and globes. (Western branch - Flemish, Dutch, English, Fresian, German; Northern Branch - Danish, Swedish, Norwegian; Eastern - Gothic).
Children (working in small committees) do research on the Western, Northern, and Eastern branches of the Germanic family of languages. They make charts, transparencies, models, and other types of reports of their findings.

(2) LITERATURE OF THE OLD ENGLISH PERIOD

The child begins to understand that Old English is designated as one fo the periods in the depvlopment of the English Language.

Children see examples of the written language of Old English. Transparencies and the overhead projector may be used. (Examples - The Lord's Prayer, Beowulf)
Children paint the letters of the Old English alphabet.
Children see films and filmstrips of life during the Old English period. (Examples - Beowulf, the Vikings, King Alfred, Leif Ericsson, Charlemagne, Roland.)
Children hear a recording of short selections from "Beowulf" in Old English.
Children see films such as"The English Language - Story of Its Development"(Coronet).
Children hear and read Mother Goose rhymes and folk tales. They do choral readings of selections read.

The child begins to identify similarities and differences in the language of the Old English period and the language of the Modern English period.

Children hear recordings of selections from "Beowulf" and The Lord's Prayer in Old English and in Modern English. They discuss the similiarities and differences of the language of the two periods. (There should be little teacher direction here.)
Children see selections from "Beowulf" and The Lord's Prayer in Old English and in Modern English. Transparencies and the overhead projector may be used. Children discuss the similarities and differences in the written language of Old English and Modern English. (There should be little, if any, teacher direction here.)

(2) Literature of the Old English period

The child begins to understand that Old English is designated as one of the periods in the development of the English language.

The child hears and reads literature of the Old English period; hears recordings and sees films of the literature of the period.

(3) Historical and cultural influences that contributed to the processes of change in the language of the Old English period

The child begins to develop the understanding that historical and cultural influences have contributed to the process of change in the English language.

The child understands that historical and cultural influences brought about changes in the language in the Old English period - the Viking Age.

(3) HISTORICAL AND CULTURAL INFLUENCES THAT CONTRIBUTED TO THE PROCESS OF CHANGE IN THE LANGUAGE OF THE OLD ENGLISH PERIOD

The child begins to develop the understanding that historical and cultural influences have contributed to the processes of change in the English language.

Children see films and filmstrips of the Vikings and Leif Ericsson. Children discuss patterns of culture that the films portray.

Children improvise situations in which the Vikings might have been involved.

Children paint pictures of the Vikings, their leaders, ships, clothing. They make murals of their paintings.

Children do research on the Vikings, using charts, drawings, transparencies, in making reports (rather than oral or written reports).

The child understands that historical and cultural influences brought about changes in language in the Old English period - The Viking Age.

Children improvise a meeting of a Viking with an Englishman.

Children enlarge their improvisation and write a one-act drama showing how the Vikings influenced life in an English village. They perform their drama with costumes and properties made by the children.

Children have tape recordings made of their drama. Children, using poloroid cameras, take pictures of the drama. They make slides of their pictures. Using slides and the tape recordings, children make a "movie" presentation for visitors to the classroom.

UNDERLYING PRINCIPLE - Language is changed

DERIVED GENERALIZATION - The sound system, syntax, and meanings of words tend to change.

SELECTED UNDERSTANDING - (1) The English language is a member of the Indo-European family of languages; it is one of the members of the Germanic branch of that family.

(2) Periods in the development of the English language are designated as Old English, Middle English, Modern English. Changes in the sound system, syntax, and meanings of words from the primary basis for distinguishing among the languages of these periods.

(3) Historical and cultural influences have contributed to the processes of change in the language of these periods.

SELECTED KNOWLEDGE TO BE DEVELOPED - (1) The English language as one member of the Indo-European language family.
(2) Literature of the period.
(3) Historical and cultural influences that contributed to the processes of change in the language of the middle English period.

EXPECTED READINESS

(1) The English language as one member of the Germanic branch of the Indo-European language family

The child continues to develop an understanding of the English language as a member of the Indo-European family of languages.
The child develops an understanding of the English language as a member of the Indo-European family of languages.
The child develops an understanding of the branches of the Germanic language family including the Western (Flemish, Dutch, Fresian English, German), Eastern, (Gothic), and Northern (Danish, Swedish Norwegian).

(2) Literature of the Old English period

The child begins to understand that Old English is designated as one of the periods in the development of the English language.
The child hears and reads literature of the Old English period; hears recordings and sees films of the literature of the period.
The child begins to identify similarities and differences in the language of of the Old English period and the language of the Modern English period.

(3) Historical and cultural influences that contributed to the processes of change in the language of the Old English period

The child begins to develop the understandings that historical and cultural influences have contributed to the processes of change in the English language.
The child understands that historical and cultural influences brought about changes in language in the Old English period - Viking Age.

OBJECTIVES

(1) The English language as one member of the Indo-European language family

The child understands that the English language is one member of the Germanic branch of the Indo-European language family.
The child develops an understanding that the English language is one member of the Indo-European family.
The child develops an understanding of the two primary groups of the Indo-European language family - the satem and the centum groups - and the languages that make up each group.

(1) THE ENGLISH LANGUAGE AS ONE MEMBER OF THE INDO-EUROPEAN LANGUAGE FAMILY

The child understands that the English language is one member of the Germanic branch of the Indo-European language family

Children make a mobile of the Germanic branch of the Indo-European family of languages. Under each family, children hang pictures (or other media) of dress, foods, homes, types of writing, authors and other characteristics of the cultures of the countries.
Children locate the countries of the Germanic branch of the Indo-European language family on maps and globe.
Children dress dolls to represent native dress of the countries of the Germanic branch of the Indo-European language family.
Children see films and filmstrips of life in the countries of the Germanic branch of the Indo-European language family.

The child develops an understanding that the English language is one member of the Indo-European language family.

Children make a mobile of the Indo-European language family.
Children conduct research projects on the countries of the Indo-European language family. They use pictures, transparencies, improvisations, drama, music, dances, and other innovative ways of making reports rather than oral reports or written papers.
Children see filmstrip, Linguistic backgrounds of English, Grade I: The Geography of Language (SVE).

The child develops an understanding of the two primary groups of the Indo-European language family - the satem and the centem groups - and the languages that make up each group.

Children make a mobile of the Indo-European family of languages, dividing the countries of the family into the satem and centem groups.
Children conduct research projects on the satem and centem groups of the Indo-European language family.
Children use pictures, transparencies, mobiles, models, improvisations, drama, music, dances . . . in making reports rathan than oral reports or written papers.

(2) LITERATURE OF THE MIDDLE ENGLISH PERIOD

The child begins to understand that Middle English is designated as one of the periods in the development of the English language.

Children hear examples of the language of Middle English. They see examples of the written language of Middle English. Transparencies and overhead projector may be used. (Examples are: Prologue to Canterbury Tales, Sir Gawain and the Green Knight, History of Reynard the Fox . . . .).
Children paint the letters of the Middle English alphabet.
Children see films and filmstrips of life during the Middle English period. (Examples are: The Normans; influence of Norman Conquest on English, SVE; Hundred Years' War . . . .).

The child hears and reads literature of Middle English period; hears recordings and sees films of the literature of the period.

Children hear tape recording of a good reader reading a selection from Chaucer (Middle English) and Shakespeare (Modern English).
Children see filmstrip and hear recording Linguistic Backgrounds of English (SVE).
Children hear selections from "Reynard the Fox".

(2) Literature of the Middle English period

The child begins to understand that middle English is designated as one of the periods in the development of the English Language.
The child hears and reads literature of the Middle English period; hears recordings and sees films of the literature of the period.
The child begins to identify similarities and differences in the language of the Middle English period and the language of Modern English period as these similarities and differences appear in the literature of these periods.

(3) Historical and cultural influences that contributed to the processes of change in the language of the Middle English period

The child continues to develop the understanding that historical and cultural influences have contributed to processes of change in the English language.
The child understands some of the historical and cultural influences that have brought about changes in language in the Middle English period - Norman Conquest, Hundred Years' War, Peasants' Revolt, Black Death.

The child begins to identify similarities and differences in the language of the Middle English period and the language of the Modern English period as these similarities and differences appear in the literature of these periods.

Children hear recording of good reader reading from Chaucer. Provide a copy of the selection for each child. Follow with recording of selection from Shakespeare.

Children understand that Chaucer's writing was in the second historical period or period of Middle English while Shakespeare wrote after 1500 or in early Modern English period. Stimulate group discussion in similarities and differences in words used, spelled and how meaning changed.

The child continues to develop the understanding that historical and cultural influnces have contributed to processes of change in the English language.

Children play a game, "You Were There at (The Normans Conquest.")

Children improvise a battle in which the Normans melt the Englishs.

Children write a drama showing how The Normans influenced the culture of The English upper-class society.

Children paint pictures of the life in England during the periods of Middle English. They make murals of their paintings.

The child understands some of the historical and cultural influences that have brought about changes in language in the Middle English period- Norman Conquest, Hundred Years War, Peasants' Revolt, Black Death.

Children see films and filmstrips of life during the period of Middle English. (Examples are: The Influence of the Norman Conquest on England, SVE; The Normans; Hundred Years' War.)

Children do research on The Normans, The Hundred Years' War, The Peasants' Revolt, The Black Death. They use charts, drawings, transparencies, improvisations, drama in waking reports (rather than oral reports or written papers).

UNDERLYING PRINCIPLE - LANGUAGE IS CHANGED.

DERIVED GENERALIZATION - The sound system, syntax, and the meanings of words tend to change over a period of time.

SELECTED UNDERSTANDING -
(1) The English language is a member of the Indo-European family of languages; it is one of the members of the Germanic branch of that family.
(2) Periods in the development of the English language are designated as Old English, Middle English, Modern English. Changes in the sound system, syntax and meanings of words form the primary basis for distinguishing among the languages of these periods.
(3) Historical and cultural influences have contributed to the processes of change in the language of these periods.

SELECTED KNOWLEDGE TO BE DEVELOPED -
(1) The English language as one member of the Indo-European language family.
(2) The centum group of the Indo-European language family.
(3) Literature of the early Modern English period.
(4) Historical and cultural influences contributing to the processes of change in the language of the early Modern English period.

EXPECTED READINESS

(1) The English language as one member of the Indo-European language family

The student understands that the English language is one member of the Germanic branch of the Indo-European language family.

The student develops an understanding that the English language is one member of the Indo-European language family.

The student develops an understanding of the two primary groups of the Indo-European language family - the satem and the centem groups - and the languages that make up each group.

(2) Literature of the Middle English period

The student begins to understand that Middle English is designated as one of the periods in the development of the English language.

The student hears and reads literature of the Middle English period; hears recordings and sees films of literature of the period.

The student begins to identify similarities and differences in the language of the Middle English period as these similarities and differences appear in the literature of these periods.

(3) Historical and cultural influences that contributed to the processes of change in the language of the Middle English period

The student continues to develop the understanding that historical and cultural influences have contributed to processes of change in the English language.

The student understands some of the historical and cultural influences that have brought about changes in languages in the Middle English period - Norman Conquest, Hundred Years' War, Peasants' Revolt, Black Death.

OBJECTIVES

(1) The English language as one member of the Indo-European language family

The student understands that the English language is a member of a language family.

The student understands that the English language is one member of the Germanic branch of the Indo-European language family.

The student understands that the English language is one member of the Indo-European language family.

(2) The satem group of the Indo-European language family

The student understands that there are two groups of the Indo-European language family - the satem and the centem.

The student develops an understanding of the languages and cultures of the Satem group of the Indo-European language family including Indian, Iranian, American, Balto-Slavic, and Albanian branches of the family.

(1) THE ENGLISH LANGUAGE AS ONE MEMBER OF THE INDO-EUROPEAN LANGUAGE FAMILY

The student understands that the English language is a member of a language family.

Students draw their own family trees.
Teacher shows chart of Indo-European family, calling attention to the position of English. Students construct their own charts of Indo-European family.
Filmstrip and record, "Our Changing Language," SVE Linguistic Backgrounds of English, Group I, played. Students given opportunity for small group discussion.

The student understands that the English language is one member of the Germanic branch of the Germanic branch of the Indo-European language family.

Students make mobiles of the Germanic branch of the Indo-European language family.
Students conduct research projects on countries in the Germanic branch of the Indo-European language family. They use pictures, chartc, improvisations, drama and innovative ways of reporting rather than oral or written reports.

The student understands that the English family is one member of the Indo-European language family.

Students make mobiles of the Indo-European language family.
Students do research projects on the members of the Indo-European language family. They use pictures, charts, models, improvisations, drama, and other innovative ways of reporting rather than oral or written reports.
Students see the film, "English Language: Story of Its Development." (Catalog of Classroom Teaching Films, #535)
Students see sound-filmstrips, "How English Traveled Overseas." SVE Linguistic Backgrounds of English, Group I and "Words Come to Life," SVE Linguistic Backgrounds of English, Group I.

(2) THE SATEM GROUP OF THE INDO-EUROPEAN LANGUAGE FAMILY

The student understands that there are two groups of the Indo-European language family - the Satem and the Centem.

Students draw charts of Indo-European family showing division of Satem and Centem.
Students research to find information about the languages and cultures of the Satem group. Students reports will be documentary broadcasts, picture galleries, puppet shows, mobiles, models, improvisations, drama in reporting rather than oral or written reports.

The student develops an understanding of the languages and cultures of the satem group of the Indo-European language family including Indian, Iranian, American, Balto-Slavic and Albanian branches of the family.

Students make mobiles of the satem group of the Indo-European family.
Students conduct research projects on the satem group of the Indo-European language family. Students use pictures, documentary broadcasts, puppet shows, models, transparencies, improvisations, drama in reporting rather than oral and written reports.

(3) LITERATURE OF THE EARLY MODERN ENGLISH PERIOD

The student begins to understand that Modern English is designated as one of the periods in the development of the English language.

Students see filmstrip, "Our Changing Language," SVE Linguistic Backgrounds of English, Group I.
Students hear, see, read examples of the language of early Modern English. (Examples are "Young Lochinvar," "Sonnet 29," "Robinson Crusoe," "Gulliver's Travels."

(3) Literature of the early Modern English periods

The student begins to understand that Modern English is designated as one of the periods in the development of the English language.

The student hears and reads literature of the Modern English period; hears recordings and sees films of the literature of the period.

The student begins to compare similarities and differences in the language of the Modern English period with the language of the Old English and Middle English periods as these similarities and differences appear in the literature of the periods

(4) Historical and cultural influences that contributed to the processes of change in the language of the early Modern English period

The student develops understanding that historical and cultural influences have contributed to processes of change in the English language.

The student understands some of the historical and cultural influences that have brought about changes in the language in the early Modern English period - the invention of the printing press, Nelson's Victory at Trefalgar, the Industrial Age.

The student sees films and filmstrips of life during the Renaissance and Industrial Age.

Students paint the letters of the early Modern English Alphabet.

Students hear short selections from Beowulf, Canterbury Tales, and Julius Caesar. Students classify according to the period of English.

Students see films and filmstrips of life during the early Modern English period. Examples are A Medieval Castle, Life in Medieval Times, Robin Hood and His Merry Men.)

The student hears and reads literature of the Modern English period; hears recordings and sees films of the literature of the period.

Students hear their teacher read "Young Lochinvar." (Scott)

Students hear a recording of "A Midsummer Night's Dream." (Shakespeare)

Students see films of "Robinson Crusoe" and "Gulliver's Travels."

Students read "Young Lochinvar" and "The Highwayman." They make and listen to their recordings. Students see films and filmstrips of the literature they hear and read.

The student begins to compare similarities and differences in the language of the Modern English Period with the language of the Old English and Middle English Periods as these similarities and differences appear in the literature of the periods.

Students hear recordings of selections from Old English (example - Beowulf), Middle English (example - Prologue to Canterbury Tales, Reynard the Fox), Early Modern English (Sonnets from Shakespeare), later Modern English (The Scarlet Ibis). In small groups they discuss the similarities and differences in the language patterns in the literature of these times. (There should be little, if any, teacher direction here.)

Students see the selections about in written form. (Transparencies and an overhead projector, may be used.) They discuss similarities and differences in the written language of these periods.

Students translate sentences from Old English and Middle English to Modern English.

Students listen to the following disc recordings. "Early English Poetry" and "A Thousand Years of English Pronunciation." They listen to the tape recordings, "Troubadour of Time" (Georgia, #1306-1319).

(4) HISTORICAL AND CULTURAL INFLUENCES THAT CONTRIBUTED TO THE PROCESSES OF CHANGE IN THE LANGUAGE OF THE EARLY MODERN ENGLISH PERIOD

The student develops understanding that historical and cultural influences have contributed to processes of change in the English language.

Students see films and filmstrips of the invention of the printing press, Nelson's Victory at Trefalgar, the Industrial Age. They discuss patterns of culture that the films portray.

Students do research on the printing press, Nelson, the Industrial Age. They use charts, models, improvisations, drama, and other innovative ways of reporting rather than oral and written reports. (This is a small group activity.)

The student understands some of the historical and cultural influences that have brought about changes in the language in the early Modern English period - the invention of the printing press, Nelson's victory at Trefalgar, the Industrial Age.

Students improvise situations involving the invention of the printing press or Nelson's victory at Trefalgar or some facet of the Industrial Age.

Students paint pictures of the culture of the period of Early Modern English.

Students hear the tape recording "Johann Gutenberg, Magic Man of Mainz." (Georgia tape # 3577)

Students write a one-act drama showing how the invention of the printing press, Nelson's victory at Trafalgar, and the Industrial Age influenced the development of the English language. They perform their drama with costumes and properties made by the students themselves.

Students make tape recordings of their drama. Using polaroid cameras, students take a series of pictures of their drama. They make slides of the pictures. Using slides and the tape recording, students make a "movie" presentation for themselves and visitors to the classroom.

The student sees films and filmstrips of life during the Renaissance and Industrial Age.

Students see films: "Industrial Revolution - (Catalog of Teaching Films #156), "Industrial Revolution in England" (Catalog of Teaching Films #7511), "Life in a Medieval Castle," "A Medieval Village," "Debt to the Past," and others.

UNDERLYING PRINCIPLE - LANGUAGE IS CHANGED.

DERIVED GENERALIZATION - The sound system, syntax, and meanings of words tend to change over a period of time.

SELECTED UNDERSTANDING

(1) The English language is a member of the Indo-European family of languages; it is one of the members of the Germanic branch of that family.
(2) Periods in the development of the English language are designated as Old English, Middle English, Modern English. Changes in the sound system, syntax, and menaings of words form the primary basis for distinguishing among the languages of these periods.
(3) Historical and cultural influences have contributed to the processes of change in the language of these periods.

SELECTED KNOWLEDGE TO BE DEVELOPED

(1) The English language as one member of the Indo-European language family
(2) The centum group of the Indo-European language family
(3) Literature of the later Modern English period
(4) Historical and cultural influences contributing to the processes of change in the language of the later Modern English period

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EXPECTED READINESS

(1) The English language as one member of the Indo-European language family

The student understands that the English language is a member of a language family.
The student understands that the English language is one member of the Germonic branch of the Indo-European language family.
The student understands that the English language is one member of the Indo-European language family.

(2) The centum group of the Indo-European language family

The student begins to understand that Modern English is designated as one of the periods in the development of the English language.
The student hears and reads literature of the Modern English period; hears recordings and sees films of the literature of the period.
The student begins to compare similarities and differences in the language of the Modern English period with the language of the Old English and Middle English periods as these similarities and differences appear in the literature of the periods.

(3) Historical and cultural influences contributing to the processes of change in the language of the early Modern English period

The student develops understanding that historical and cultural influences have contributed to processes of change in the English language.
The student understands some of the historical and cultural influences that have brought about changes in the language in the early Modern English period - the invention of the printing press, Nelson's Victory at Trefalgar, the Industrial Age.
The student sees films and filmstrips of life during the Renaissance and Industrial Age.

OBJECTIVES

(1) The English language as one member of the Indo-European language family

The student understands that the English language is one member of a Indo-Eurpoean family of languages and that it is one member of the Germanic branch of that family.

(2) The centum group of the Indo-European language family

The student understands that there are two primary groups of the Indo-European family - the satem and centum groups.

(1) THE ENGLISH LANGUAGE AS ONE MEMBER OF THE INDO-EUROPEAN LANGUAGE FAMILY

The student understands that the English language is one member of the Indo-European family of languages, and that it is one member of the Germanic branch of that family.

Students make a mobile of the Indo-European family of languages.
Students discuss the relationship of English to other languages on the mobile.
Students, working in small groups, conduct research projects on the countries of the Indo-European family of languages. They use models, pictures, dioramas, improvisations, dialogues, monologues, drama and other imaginative ways of reporting rather than oral and written reports.

(2) THE CENTUM GROUP OF THE INDO-EUROPEAN LANGUAGE FAMILY

The student understands that there are two primary groups of the Indo-European language family - the satem and centum groups.

Students re-construct their mobiles of the Indo-European language family into two divisions - the satem branch and the centum branch.
Students do research projects on the satem and centum branches of the Indo-European language family. They use imaginative ways of making reports rather than oral and written reports.

The student develops an understanding of the languages and culture of the centum groups of the Indo-European family of languages - Italic, Teutonic, Hellenic, and Celtic branches.

Students make charts of personal research findings about the earliest known written records of each of the centum groups listed above. Illustrate in original ways.
Students construct dioramas of research findings concerning the culture of each of the listed centum groups. Below each diorama name the language branch and list four or five words common to each of these language branches. List under the appropriate language branch. This is a "small group" activity.

(3) LITERATURE OF THE LATER MODERN ENGLISH PERIOD

Student develops understanding that Modern English is designated as one of the periods in the development of the English language.

Students hear recordings of literary selections of later Modern English (examples - "What Happened to Charles," Thurber; "The Open Window," Saki; "The Bear," Frost).
Students see these selections in the written language of later Modern English.
Students see television programs, films, and filmstrips of life during the later Modern English Period.

The student hears and reads literature of the Modern English period; hears recordings and sees films of the literature of the period.

Students hear recordings of "Incident of the French Camp," Browning; "The Fifty-First Dragon," Brown; "Sympathy," Dunbar; "I Hear America Singing," Whitman; "Sorry, Wrong Number," Fletcher.
Students read "Swiftwater," Annixter.
Students dramatize "Sorry, Wrong Number," Fletcher.
Students see a film of "The Light in the Forest."

The student continues to compare similarities and differences in the language of the Modern English period with the Old English and Middle English periods as those similarities and differences appear in the literature of these periods.

Students compare a short passage from the King James Version of The Bible with the same passage from a contemporary translation such as William's or American Bible Society's Good News translation of the New Testament.

The student develops an understanding of the languages and culture of the centum groups of the Indo-European family of languages - Italic, Teutonic, Hellenic, and Celtic branches.

(3) Literature of the later Modern English period

The student develops understanding that Modern English is designated as one of the periods in the development of the English language.

The student hears and reads literature of the Modern English period; hears recordings and sees films of the literature of the period.

The student continues to compare similarities and differences in the language of the Modern English period with the language of the Old English and Middle English periods as those similarities and differences appear in the literature of these periods.

(4) Historical and cultural influences contributing to the processes of change in the language of the later Modern English period

The student develops understanding that historical and cultural **influences that** have contributed to the processes of change in the English language.

The student understands some of the historical and cultural influences that have brough about change in the language in the later Modern English period - the growth of science, modern menas of transportation and communication, World Wars, the Space Age.

The student sees films and filmstrips of life in the modern world.

Students compare spelling, word-order change, and sentence structure from literary selections of Old, Middle and early Modern English periods with contemporary editions of the same works. Make class chart of terms which are changed in usage through the years.

(4) HISTORICAL AND CULTURAL INFLUENCES CONTRIBUTING TO THE PROCESSES OF CHANGE IN THE LANGUAGE OF THE LATER MODERN ENGLISH PERIOD

The student develops understanding that historical and cultural influences have contributed to the processes of change in the English language.

Students use books such as An Exaltation of Larks by James Lipton to learn how cultural mores of the times demand usage of certain words by those speaking the standard and also the cultured language of the day. Make up their own words for groups of times or concepts based on books such as the one named. This activity could be termed a "Game of Naming Sets."

Students hear records or see movies in which parts are spoken by English actors. They hear a record or see a movie in which parts are spoken by American actors. Discuss in small groups the differences noted in the two groups of English-speaking people such as dialect, terminology, slang expressions, general sentence differences. Report to total class - group by means of a panel report by recorders from each of the small groups.

The student understands some of the historical and cultural influences that have brought about change in the language in the later Modern English period - the growth of science, modern means of transportation and communication, World Wars, the Space Age.

Students work in "Word-detection teams" to find and list in a student-made lexicon some "new" words that have been added to our contemporary language in the areas of science, communication, war, space age technology and jobs.

Students write a class newspaper describing new developments in science, math, Space age technology and job-description utilizing new words added to the English language.

The student sees films and filmstrips of life in the modern world.

Students discuss films/filmstrips following their viewing in relation to effect of culture on the language. (Use foreign language films where possible), use films available from Georgia Audio-Visual Services: "The Sound of Language," "Spain and Portugal: Lands and People," "India - Asia's Sub-continent," "Latin America, an Introduction," "La Familia Sanchez," "Paris, the City and the People," or "Paria A Mon Coeur," "Der Rhein".

Students take snapshots of life in own hometown (or color slides) mount or show as as a travelogue. Discuss language commonly spoken in own locale.

GRADE NINE LEVEL

UNDERLYING PRINCIPLE - LANGUAGE IS CHANGED.

DERIVED GENERALIZATION - The sound system, syntax, and meanings of words tend to change over a period of time.

SELECTED UNDERSTANDING -
- **(1) The English language is a member of the Indo-European family of languages; it is one of the members of the Germanic branch of that family.**
- **(2) Periods in the development of the English language are designated as Old English, Middle English, Modern English. Changes in the sound system, syntax, and meanings of words form the primary basis for distinguishing among the languages of these periods.**
- **(3) Historical and cultural influences have contributed to the processes of change in the language of these periods.**

SELECTED KNOWLEDGE TO BE DEVELOPED -
- **(1) Languages in England before English.**
- **(2) The Teutonic branch of the Indo-European language family.**
- **(3) Old English as one period in the development of the English language.**
- **(4) Historical and cultural influences that contributed to the processes of change in the language of the Old English period.**

EXPECTED READINESS

(1) The English language as one member of the Indo-European language family

The student understands that the English language is one member of the Indo-European family of languages and that it is one member of the Germanic branch of that family.

The centum group of the Indo-European language family

The student understands that there are two primary groups of the Indo-European family - the satem and centum groups.

The student develops an understanding of the languages and culture of the centum groups of the Indo-European family of languages - Italic, Teutonic, Hellenic, and Celtic branches.

(2) Literature of the later Modern English period

The student develops understanding that Modern English is designated as one of the periods in the development of the English language.

The student hears and reads literature of the Modern English period; hears recordings and sees films of the literature of the period.

The student continues to compare similarities and differences in the language of the Modern English period with the language of the Old English and Middle English periods as those similarities and differences appear in the literature of these periods.

(3) Historical and cultural influences contributing to the processes of change in the language of the later Modern English period

The student develops understanding that historical and cultural influences have contributed to the processes of change in the English language.

The student understands some of the historical and cultural influences that have brought about change in the language in the later Modern English period - the growth of science, modern means of transportation and communication, World Wars, the Space Age.

The student sees films and filmstrips of life in the modern world.

OBJECTIVES

(1) Languages in England before English

The student develops understanding of the languages spoken in England before English from the Celtic to the Teutonic.

The Teutonic branch of the Indo-European language family

The student develops understanding of the Teutonic branch of the Germanic branch of the Indo-European language family - East Teutonic, North Teutonic, West Teutonic.

(1) LANGUAGES IN ENGLAND BEFORE ENGLISH

The student develops understanding of the languages spoken in England before English from the Celtic to the Teutonic.

Students review Indo-European language family through use of language trees and maps to establish geographical locations.

Students read in class to prepare for oral reports or for art work relating to influences on the English language such as:
The Roman Occupation of the British Isles
The Celts and Their Language
The Anglo-Saxon Invasion

Oral reports could be limited to one minute and could answer the following questions: (1) How has each influenced the English of its time? (2) What have been the lasting influences?

THE TEUTONIC BRANCH OF THE INDO-EUROPEAN LANGUAGE FAMILY

The student develops understanding of the Teutonic branch of the Germanic branch of the Indo-European language family - East Teutonic, North Teutonic, West Teutonic.

Students do research into three sub-branches with emphasis on West Teutonic. Students use imaginative ways of making reports.

Students use "Good-Morning, Mother" as an example and write the word in Swedish, Dutch, German, English, Spanish and Italian on the board. Let students compare the words for similarities and differences in spelling and sound. They will be able to see the similarities of the West Germanic and North Germanic with the Italic and see that English is Germanic in origin.

(2) OLD ENGLISH AS ONE PERIOD IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE

The student develops understanding of Old English as one period in the continuous development of the English language.

Students prepare a time line on which major historical events can be shown (graphically or pictorially) to help students see these periods of language history in their proper perspective.

Students hear recordings of the three periods to illustrate the distinguishing language characteristics of each period - such as "One Thousand Years of Pronunciation."

The student develops understanding of the distinguishing characteristics of the language of the Old English period - sound system, morphology, syntax.

Students examine familiar words as they are spelled today and as they were spelled in Old English - such as child - cild, drink - drinkan, man - mann, meat - mete, wife - wif.

Students work in groups to prepare lists of common words that they use daily, and then use the dictionary to trace their etymologies.

Students examine characters in the Old English alphabet. They paint the characters as art forms.

The student understands similarities and differences in the language of the Old English period and the language of the Modern English period.

Students examine mimeographed copies of the "Lord's Prayer" in Old English with corresponding Modern English.

Students work in groups to prepare charts contrasting Old English and Modern English.

The student hears and reads literature of the Old English period; sees films and filmstrips of the literature of the period.

Students read and relate orally Norse myths, especially those which explain origin of the names of the days of the week.

Students read about heroes (real and imaginary) of the period: Alexander the Great,

(2) Old English as one period of development of the English language

The student develops understanding of Old English as one period of continuous development of the English language.

The student develops understanding of the distinguishing characteristics of the language of the Old English period - sound system, morphology, syntax.

The student understands similarities and differences in the language of the Old English period and the language of the Modern English period.

The student hears and reads literature of the Old English period; sees films and filmstrips of the literature of the period.

(3) Historical and cultural influences that contributed to the processes of change in the language of the Old English period

The student develops understanding that historical and cultural influences have contributed to the processes of change in the English language.

The student develops understanding of some of the historical and cultural influences that have contributed to the processes of change in the language of the Old English period - the Teutonic conquest, Christianizing of Britain, the Benedictine Reform, the Viking Age, settlement of the Danes in England.

The student sees films and filmstrips of life during the Old English period.

Charlemagne, Roland, King Arthur, Robin Hood, Beowulf. Students see films and filmstrips of these heroes.

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(3) HISTORICAL AND CULTURAL INFLUENCES THAT CONTRIBUTED TO THE PROCESSES OF CHANGE IN THE LANGUAGE OF THE OLD ENGLISH PERIOD

The student develops understanding that historical and cultural influences have contributed to the processes of change in the English language.

Students see films and filmstrips of the Vikings and Leif Ericsson. They discuss the cultural influences of the Danes as portrayed in the films and filmstrips.

Students do research projects on the Vikings, the Teutonic Conquest, the Christianizing of Britain, the Benedictine Reform. Students use dioramas, models, drama, improvisations and other imaginative ideas in making these reports.

The student develops understanding of some of the historical and cultural influences that have contributed to the processes of change in the language of the Old English period - the Teutonic conquest, Christianizing of Britain, the Benedictine Reform, the Viking Age, settlement of the Danes in England.

Students work in groups to prepare reports for class presentation. Each group works on a different historical or cultural influence and not only identifies the period, but also relates art, music, architecture, and loan words to a particular time.

Students use imaginative ways of presenting reports.

Students read from teacher prepared reading lists fictional works with settings in Old English period - such as The Black Rose. They read and explain changes and influences revealed in story.

The student sees films and filmstrips of life during the Old English period.

Students view filmstrips such as "The Saxons," "The Vikings," "People in Roman Times."

Students see the film The English Language and its Development, then discuss influences that prompted change.

Students see filmstrip "Times and People Change Words." A discussion later of how our life today will probably change words that are a part of our daily lives.

GRADE TEN LEVEL

UNDERLYING PRINCIPLE - LANGUAGE IS CHANGED.

DERIVED GENERALIZATION - The sound system, syntax and meanings of words tend to change over a period of time.

SELECTED UNDERSTANDINGS -
(1) The English language is a member of the Indo-European family of languages; it is one of the members of the Germanic branch of that family.
(2) Periods in the development of the English language are designated as Old English, Middle English, Modern English. Changes in the sound system, syntax, and meanings of words form the primary basis for distinguishing among the languages of these periods.
(3) Historical and cultural influences have contributed to the processes of change in the language of these periods.

SELECTED KNOWLEDGE TO BE DEVELOPED -
(1) The English language as a member of the Indo-European language family.
(2) The characteristic features of the language of the Old English, Middle English, and Modern English periods.
(3) Historical and cultural influences that have contributed and are contributing to the process of change in the English language.

EXPECTED READINESS

(1) Languages in England before English
The Teutonic branch of the Indo-European language family
The student develops understanding of the languages spoken in England before English from Celtic to the Teutonic.
The student develops understanding of the Teutonic branch of the Germanic branch of the Indo-European language family - East Teutonic, North Teutonic, West Tuetonic.

(2) Old English as one period in the development of the English language
The student develops understanding of Old English as one period in the continuous development of the English language.
The student develops understanding of the distinguishing characteristics of the language of the Old English period - sound system, morphology, syntax.
The student understands similarities and differences in the language of the Old English period and the language of the Modern English period.
The student hears and reads literature of the Old English period; sees films and filmstrips of the literature of the period.

(3) Historical and cultural influences that contributed to the processes of change in the language of the Old English period
The student develops understanding that historical and cultural influences have contributed to the processes of change in the English language.
The student develops understanding of some of the historical and cultural influences that have contributed to the processes of change in the language of the Old English period - the Teutonic Conquest, Christianizing of Britain, the Benedictine Reform, the Viking Age, Settlement of the Danes in England.
The student sees films and filmstrips of life during the Old English period.

OBJECTIVES

(1) The English language as one member of the Indo-European family - the satem and the centum groups including recent discoveries - Hittite and Tocharian
The student understands the English language as one member of the Germanic branch of the Indo-European language family.
The student understands the relationship among the satem and centum groups of the Indo-European language family.

(2) Middle English as one period in the development of English language
The student develops understanding of Middle English as one period in the continuous development of the English language.
The student develops understanding of the distinguishing characteristics of the language of the Middle English period - sound system, morphology, syntax.
The student understands similarities in the language of the Middle English period and the language of the Modern English period.

(1) THE ENGLISH LANGUAGE AS ONE MEMBER OF THE INDO-EUROPEAN FAMILY - THE SATEM AND THE CENTUM GROUPS INCLUDING RECENT DISCOVERIES - HITTIE AND TOCHARIAN

The student understands the English language as one member of the Germanic branch of the Indo-European language family.

Students' attention is called to such factual statements as: (a) English is spoken by more than 260 million people and is understood by many more, (b) English is the official language of nations like Great Britain, Canada, Australia, the United States, and many smaller nations, (c) English is a principal language in diplomatic affairs, (d) the English language had its beginning among scattered tribes of invading Germanic people who crossed the English Channel and made their homes in England more than fifteen years ago.

Student is assigned to do short research on the following:

- Satem or Centum groups
- Sanskrit
- Tocharian and Hittite

(2) MIDDLE ENGLISH AS ONE PERIOD IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE

The student develops understanding of Middle English as one period in the continuous development of the English language.

Student hears and reads literature of the Middle English period.

Student is introduced to the Middle English period by viewing the following films and filmstrips:

- (a) English Language: Story of Its Development: Influence of Norman Conquest on the rise of feudalism and the foundations of English Democracy (Coronet).
- (b) English Literature: Chaucer and the Medieval Period: Chaucer as the initiator of a new period in English Literature (Coronet).

Student listens to a recording of the Changing English Language.

Student find characteristics that distinguish Middle English from Old and Modern English.

Student is asked to find specific examples of the deletion of inflections that characterized many words during the Middle English period.

(3) HISTORICAL AND CULTURAL INFLUENCES THAT CONTRIBUTED TO THE PROCESS OF CHANGE IN THE LANGUAGE OF THE MIDDLE ENGLISH PERIOD

The student develops the understanding that historical and cultural influences have contributed to the processes of change in the English language.

Student reads from Churchill's The Birth of Britain two of the following topics related to the Norman Conquest:

- (a) Williams personality and claim to the English throne
- (b) Battle of Hastings
- (c) Domesday Book

Student reads Ivanhoe as a pedigogical novel in order to understand the following:

- (a) The two groups that represent a conquering nation and the resentful underdog.
- (b) How the situation came about.
- (c) The effects it had on the later history of England and the language we speak today.

The student hears and reads literature of the Middle English period; sees films and filmstrips of the literature of the period.

(3) Historical and cultural influences that contribute to the processes of change in the language of the Middle English period

The student develops understanding that historical and cultural influences have contributed to the processes of change in the English language.

The student develops understanding of some of the historical and cultural influences that have contributed to the processes of change in the language of the Middle English period - the Norman Conquest, Hundred Year's W r, Peasants' Revolt, Black Death, the Renaissance, invention of the printing press, Nelson's Victory at Trafalgar, reform measures in English.

The student sees films and filmstrips of life during the Middle English period.

GRADE ELEVEN LEVEL

UNDERLYING PRINCIPLE - LANGUAGE IS CHANGED.

DERIVED GENERALIZATION - The sound system, syntax, and meanings of words tend to change over a period of time.

SELECTED UNDERSTANDING - (1) The English language is a member of the Indo-European family of languages; it is one of the members of the Germanic branch of that family.
(2) Periods in the development of the English language are designated as Old English, Middle English, Modern English. Changes in the sound syntax, and meanings of words form the primary basis for distinguishing among the languages of these periods.
(3) Historical and cultural influences have contributed to the processes of change in the language of these periods.

SELECTED KNOWLEDGE TO BE DEVELOPED - (1) The English language as a member of the Indo-European language family - the discovery of Sanskrit, Grimm's Law, Verner's Law.
(2) Modern English as one period in the development of the English language.
(3) Historical and cultural influences that contributed and are contributing to the processes of change in the language of the Modern English period.

EXPECTED READINESS

(1) The English language as one member of the Indo-European language family - the satem and the centum groups including recent discoveries - Hittite and Tocharian

The student understands the English language as one member of the Indo-European language family.

The student understands the relationships among the satem and centum groups of the Indo-European language family.

(2) Middle English as one period in the development of the English language

The student develops understanding of Middle English as one period in the continuous development of the English language.

The student develops understanding of the distinguishing characteristics of the language of the Middle English period - sound system, morphology, syntax.

The student understands similarities and differences in the language of the Middle English period and the language of the Modern English period.

The student hears and reads literature of the Middle English period; sees films and filmstrips of the literature of the period.

(3) Historical and cultural influences that contribute to the processes of change in the language of the Middle English period

The student develops understanding that historical and cultural influences have contributed to the processes of change in the English language.

The student develops understanding of some of the historical and cultural influences that have contributed to the processes of change in the language of the Middle English period - the Norman Conquest, Hundred Year's War, Peasants' Revolt, Black Death, the Renaissance, invention of the printing press, Nelson's Victory at Trafalgar, reform measures in English.

The student sees films and filmstrips of life during the Middle English period.

OBJECTIVES

(1) The English language as a member of the Indo-European language family - the discovery of Sanskrit, Grimm's Law, Verner's Law

The student understands the importance of the recognition that Sanskrit was one of the languages of the Indo-European language family (18th century) in the establishment of the relationships of the members of the Indo-European language family.

The student understands the importance of Grimm's Law and Verner's Law in the establishment of the relationships of the members of the Indo-European language family (19th century).

(1) THE ENGLISH LANGUAGE AS A MEMBER OF THE INDO-EUROPEAN LANGUAGE FAMILY - THE DISCOVERY OF SANSKRIT GRIMM'S LAW, VERNER'S LAW

The student understands the importance of the recognition that Sanskrit was one of the languages of the Indo-European language family (18th century) in the establishments of the relationships of the members of the Indo-European language family.

Students discuss or illustrate by chart or transparency the similarities among Sanskrit and English and some other languages of the Indo-European family.

English	Sanskrit	Latin	Greek
father	pitar	pater	patēr
mother	matar	mater	mētēr
mouse	mus	mus	mūs

Students do research on Sanskrit and the discovery of Sanskrit by Sir William Jones in India. They use encyclopedias and other reference books. Then they discuss in class information that they found. Students should be able to see why Jones' work in India helped lead to the theory that all languages of Asia and Europe came from one parent language, Indo-European.

The student understands the importance of Grimm's Law and Verner's Law in the establishment of the relationships of the members of the Indo-European language family (19th century).

Students are given a list of words from Latin. Students are asked to give the English equivalents.

Latin	English equivalent
cornu	horn
centum	hundred
canis	hound
pyr	fire
piscis	fish
pater	father
tres	three
mater	mother
frater	brother

Students conduct research projects on Grimm's Law and Verner's Law.

Students are given Old English words and the Middle English fquivalents. Grimm's and Verner's Laws occurred between these periods. Students are asked to see if they can tell which Old English consonants became which Middle English consonants.

Example - Old English : dryhten d → p (For other see Bough's *A History of the English Language*)
Middle English : prince

(2) MODERN ENGLISH AS ONE PERIOD IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE

The student develops understanding of Modern English as one period in the continuous development of the English language.

Students complete the Indo-European family chart by adding Modern English (including American English). Students hear record of an Englishman reading Modern English. He compares American English to England English. He picks out differences in the languages.

Students compare Early Modern English (1500-1800) to Late Modern English (After 1800). Students discuss the importance of a dictionary. They may do research on Samuel Johnson's *Dictionary*.

The student develops understanding of the distinguishing characteristics of the language of the Modern English period - sound system, morphology, syntax.

Students study the pronunciation key in *Webster's Third Dictionary*. They study the different sound which make up Modern English.

Students find words in *Oxford English Dictionary*. They prepare an oral report about the history of the words. The report should include generalizations about how the system of language operates. Some words for students to report on may include these: apron, perfect, breeches, dice, exit, children, my, housewife.

(2) Modern English as one period in the development of the English language

The student develops understanding of Modern English as one period in the continuous development of the English language.

The student develops understanding of the distinguishing characteristics of the language of the Modern English period - sound system, morphology, syntax.

The student understands similarities and differences in the language of the Modern English periods and the language of the Old English period and the Middle English period.

The student hears and reads literature of the Modern English period; sees films and filmstrips of the literature of the period.

(3) Historical and cultural influences that contributed and are contributing to the processes of change in the language of the Modern English period

The student develops understanding that historical and cultural influences have contributed and are contributing to the processes of change in the English language.

The student develops understanding of some of the historical and cultural influences that have contributed and are contributing to the processes of change in the language of the Modern English period - improved means of transportation and communication; growth of social consciousness; scientific, technological, industrial development; settlement of America; Westward Movement; World Wars; sports, television, radio, movies.

Students examine a Modern English selection such as John F. Kennedy's Inaugural Address or John Ciardi's "Manner of Speaking" (Saturday Review from the point of view of syntax).
Regular, irregular verbs
Kinds and lengths of sentences
Irregularity in forming plurals
Word order
Tendancy of language to simplify

The student understands similarities and differences in the language of the Modern English period and the language of the Old English period and the Middle English period.

Students hear recordings of Old English and Middle English and Modern English (The Lord's Prayer). Students see mimeographed copies of the selections. Students then discuss similarities and changes in the language of each period. Suggested recordings are Our Changing Language and A Thousand Years of English Pronunciation.
Students compare an Old English and a Middle English version of The Lord's Prayer with the King James translation and the Modern English Bible.

The student hears and reads literature of the Modern English period; sees films and filmstrips of the literature of the period.

Students read dramas, narrative poems, fables, novels, short stories, lyric poems of the Modern English period (from Shakespeare to current authors). Students select one specific historical period or culture and become an authority on that particular period or culture. Students see films, filmstrips, television programs, theatrical productions.

The student understands that historical and cultural influences have contributed and are contributing to the processes of change in the English language.

Students do research in library to find some causes of language change. The student then hears a record of an Englishman speaking. In discussions the students point out how American English is different from the language of England. Students should discuss the changes and the causes of these changes. Students must remember that both American English and England English are changed.
Students should write the story of a word, following its development to its present-day meaning and what influenced the changes in meaning. Suggestion: divide students into groups of three. Have the group choose the most interesting story and read it to the class. Class discussion of work should follow. Evaluate paper in content only.

The student develops understanding of some of the historical and cultural influences that have contributed and are contributing to the processes of change in the language of the Modern English period - improved means of transportation and communication; growth of social consciousness; scientific, technological, industrial development; settlement of America; Western Movement; World Wars; sports, television, radio, movies.

Students made a list of all the words they can think of which have become part of the language resulting from improved means of transportation and communication, growth of social consciousness; scientific, technological.
Students produce and direct a radio program of fifteen minutes; duration concerning the historical and cultural influences that have contributed to and are contributing to the processes of change in the English language, with emphasis on American English.
Students do short resource papers on how they as students who are involved in language are helping bring about changes in the English language.

GRADE TWELVE LEVEL

UNDERLYING PRINCIPLE - LANGUAGE IS CHANGED.

DERIVED GENERALIZATION - The sound system, syntax, and meanings of words tend to change over a period of time.

SELECTED UNDERSTANDINGS -
(1) The English language is a member of the Indo-European family of languages; it is one of the members of the Germanic branch of that family.
(2) Periods in the development of the English language are designated as Old English, Middle English, Modern English. Changes in the sound system, syntax, and meanings of words form the primary basis for distinguishing among the languages of these periods.
(3) Historical and cultural influences have contributed to the processes of change in the language of these periods.

SELECTED KNOWLEDGE TO BE DEVELOPED -
(1) The English language as a member of the Indo-European language family.
(2) The characteristic features of the language of the Old English, Middle English, and Modern English periods.
(3) Historical and cultural influences that have contributed and are contributing to the process of change in the English language.

EXPECTED READINESS

(1) The English language as a member of the Indo-European language family - the discovery of Sanskrit, Grimm's Law, Verner's Law

The student understands the importance of the recognition that Sanskrit was one of the languages of the Indo-European language family (18th century) in the establishment of the relationships of the members of the Indo-European language family.

The student understands the importance of Grimm's Law and Verner's Law in the establishment of the relationships of the members of the Indo-European language family (19th century).

(2) Modern English as one period in the development of the English language

The student develops understanding of Modern English as one period in the continuous development of the English language.

The student develops understanding of the distinguishing characteristics of the language of the Modern English period - sound system, morphology, syntax.

The student understands imilarities and differences in the language of the Modern English periods and the language of the Old English period and the Middle English period.

The student hears and reads literature of the Modern English period; sees films and filmstrips of the literature of the period.

(3) Historical and cultural influences that contributed and are contributing to the processes of change in the language of the Modern English period

The student develops understanding that historical and cultural influences have contributed and are contributing to the processes of change in the English language.

The student develops understanding of some of the historical and cultural influences that have contributed and are contributing to the processes of change in the language of the Modern English period - improved means of transportation and communication; growth of social consciousness; scientific, technological, industrial development; settlement of America; Westward Movement; World Wars; sports, television, radio, movies.

OBJECTIVES

(1) The English language as a member of the Indo-European language family

The student understands the American English language as a member of the Germanic branch of the Indo-European family of languages; understands the relationships of all members of the family from their origin to the present day.

(1) THE ENGLISH LANGUAGE AS A MEMBER OF THE INDO-EUROPEAN LANGUAGE FAMILY

The student understands the American English language as a member of the Germanic branch of the Indo-European family of languages; understands the relationships of all members of the family from their origin to the present day.

Students research and trace the American English language from today to its ultimate parent, the Indo-European Parent Language. They are directed in their research to use A History of the English Language by Albert C. Baugh, The Origins and Development of the English Language by Thomas Pyles, and The History of English by Nelson Francis. They will use their findings and prepare, within groups, charts illustrating their findings. Five or six group charts will come from a class.

Students choose individual words to trace from their American English form to their Indo-European forms (or as far back as the words can be traced). For example, a student may trace boy from American English to Early Modern English to Middle English to Old English to Low German to West Germanic to Germanic to Indo-European. Students also research to find the forms of those words in languages of all members of the family. They draw individual diagrams of their findings. These diagrams will be similar to the family tree diagram.

(2) THE CHARACTERISTIC FEATURES OF THE LANGUAGE OF THE OLD ENGLISH, MIDDLE ENGLISH, AND MODERN ENGLISH PERIODS

The student understands the history of the development of the American English language from its origin through the Old English period, Middle English period, Modern English period.

Students use a selection in Old, Middle, and Modern English to illustrate sequential change in the development of the English language. Selections may come from versions of the Bible like the Lord's Prayer, Beowulf, manuscripts of Bede, Chaucer's Canterbury Tales, "The Owl and the Nightingale," Hamlet (or other selections from Early Modern English period).

Students take selections written in the four major dialects of Middle English and note the differences among the alphabetical letters, the forms of words, and the word order. They then find Modern English equivalents for each of these differences to understand the influence of the entire of the Middle English language on Modern English.

The student understands that changes in the sound system, morphology, and syntax form the primary basis for distinguishing among the language of these periods; knows the major changes in the sound systems, morphology, and syntax of the language of these periods.

Students listen to recordings of literary selections in Old English, Middle English, and Modern English and note differences in sounds (letters and words), formation of words, and the dominant sentence patterns. For example, they may note that Old English "d" became Modern English "th" and that OSV was a common sentence pattern for Old English. Recordings which may be used are "A Thousand Years of Pronunciation" and "The Changing English Language."

Students compare the Old English, Middle English, and Modern English versions of the Biblical verses about the centurion (from Luke). As they examine the different forms, they note the changes in spelling (and thus in sounds), the forms of words and word order variations.

(3) HISTORICAL AND CULTURAL INFLUENCES THAT HAVE CONTRIBUTED AND ARE CONTRIBUTING TO THE PROCESS OF CHANGE IN THE ENGLISH LANGUAGE

The student understands that historical and cultural influences have contributed to the processes of change in the English language.

Students make a map of Great Britain showing the invasions of the island between A.D. 44 and A.D. 1100. They include a list of vocabulary words added by each invading group.

Students do research on the culture and/or the history of these groups: Romans, Germanic Tribes, Romans bringing Christianity to England, Viking Danes, and Norman French. They report orally to the class their findings, amking observations about the possible influences which these histories and cultures have had on our present society.

(2) The characteristic features of the language of the Old English, Middle English, and Modern English periods

The student understands the history of the development of the American English language from its origin through the Old English period, Middle English period, Modern English period.

The student understands that changes in the sound system, morphology, and syntax form the primary basis for distinguishing among the language of these periods; knows the major changes in the sound systems, morphology, and syntax of the language of these periods.

(3) Historical and cultural influences that have contributed and are contributing to the process of change in the English language

The student understands that historical and cultural influences have contributed to the processes of change in the English language.

The student knows some of the major historical and cultural influences that have contributed and are contributing to the processes of change in the English language from the discovery of Sanskrit to the Space Age.

The student is interested in the future development of the English language.

The student knows some of the major historical and cultural influences that have contributed and are contributing to the processes of change in the English language from the discovery of Sanskrit to the Space Age.

Students explain what cultural and historical event added specific words (list provided by instructor) to our vocabulary.

Students trace the culture of any one of the early language groups (Sanskrit, Armenian, Balto-Slavic, Celtic) and make a chart showing the changes which the culture underwent. The chart traces the culture to the present (Modern English).

The student is interested in the future development of the English language.

Students project their knowledge about the Great Vowel Shift into the future. Through logic and analogy, they write those values which they think the vowels of Modern English will have in its next stage. For example, according to GVS, ME (ɔ)> NE (o) as in (h•l:i) > (hol:i); if this raising continues, the next stage after Modern English will pronounce holy as (hul:i).

Students make a list of words which have been created because of our involvement in the Space Age, realizing that change in society requires change in language. Then students project into the future and form a hypothetical language (maybe only of categories of words) for the first moon society.

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A Cooperative Program for the Study of Instructional Leadership Involving Experimentation in Determining the Role or Roles of State Departments of Education in Facilitating Desirable Change in the Educational Program for Children and Youth. (A Project under Title V, Section 505, Public Law 89-10, Elementary and Secondary Education Act of 1965.)

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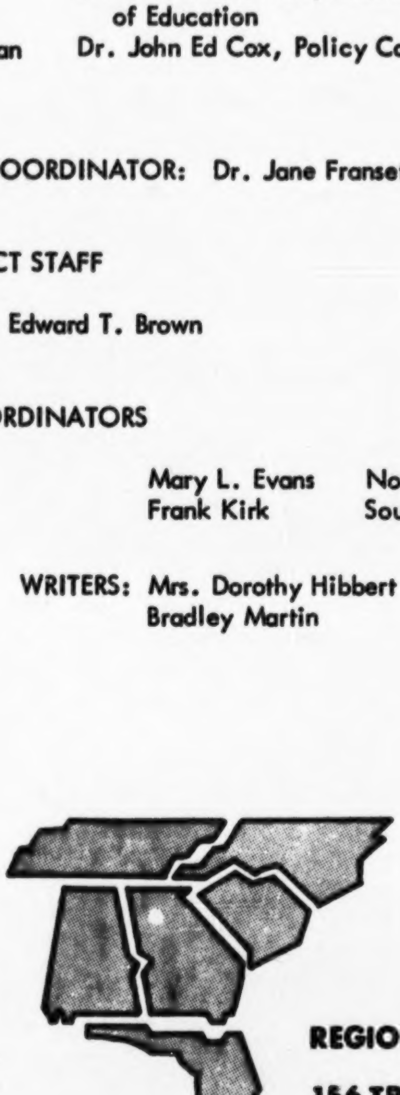

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